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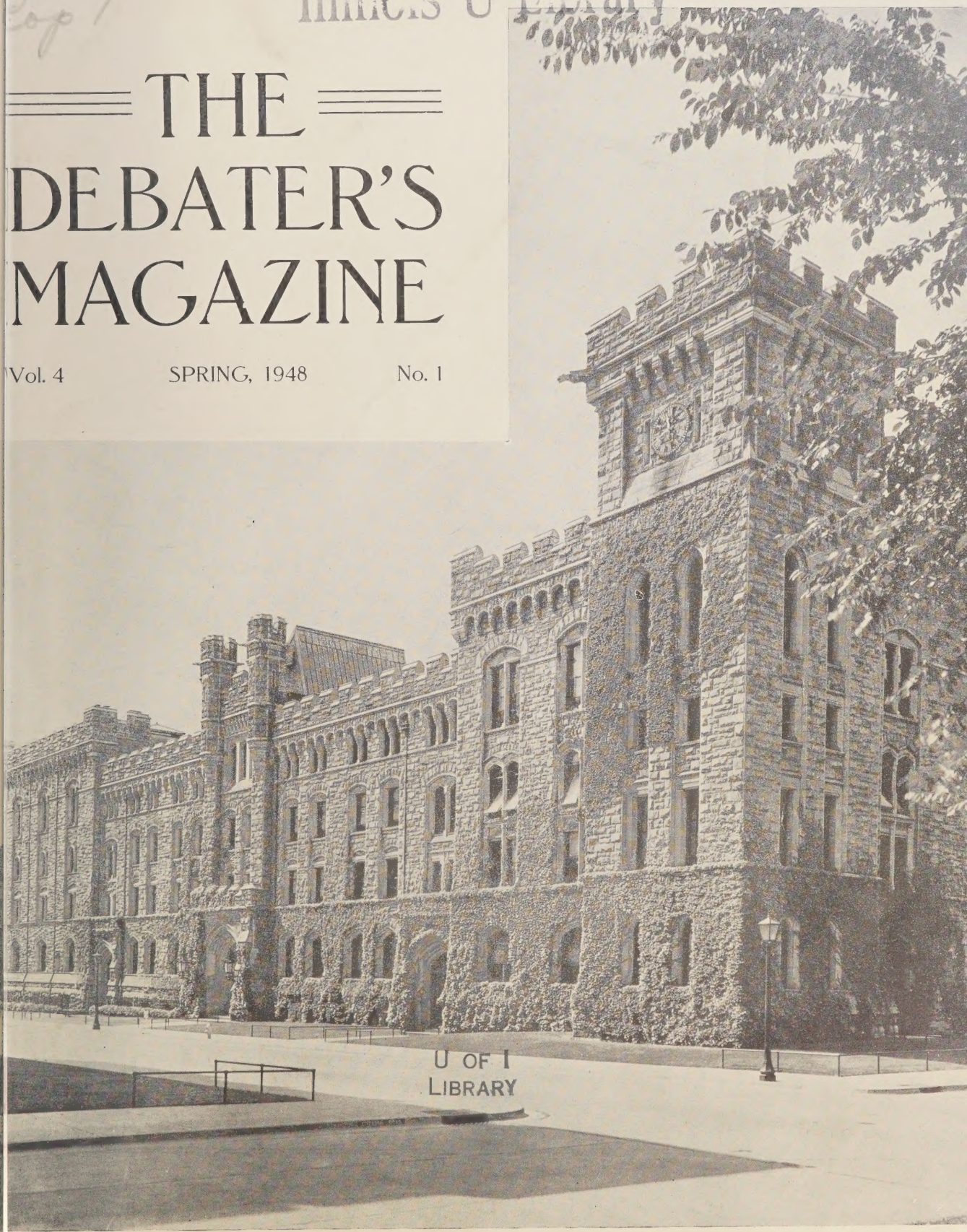
THE DEBATER'S MAGAZINE

Vol. 4 SPRING, 1948 No. 1



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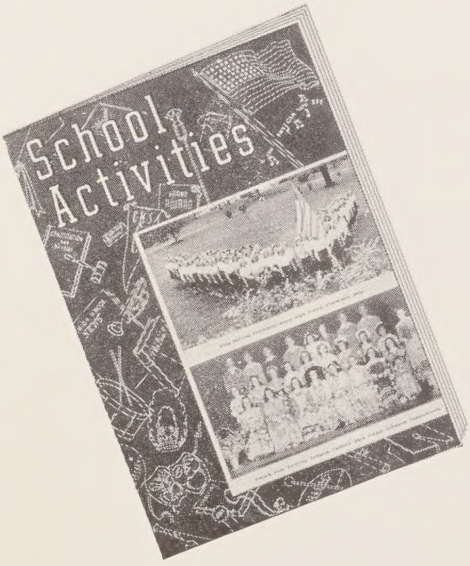

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SPRING, 1948

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VOLUME IV NUMBER 1

Personality Development Through Debating

J. EDMUND MAYER
Alhambra, Calif., High School

EVERY high school subject in the curriculum should have definite objectives. These objectives may be numerous and varied. The Seven Cardinal Principles of High School Education afford a splendid set of objectives. The four general objectives of all education is another splendid group. Whatever the objectives, it is always well for the teacher to take inventory and ask, What are the end products of this course? In what particular way will the course benefit the student? Will it tend towards a better understanding of organized society? Does it help the student to achieve a better personality?

Debating affords a great opportunity for personality development. If the activities of a debater are analyzed, it will be noticed that he is brought face to face with many life situations. In this article, we shall list nine personality traits (the list is not exhausted, by any means) as well as the situations to which these traits apply, and the places where debate work affords a chance or opportunity for personality training.

In the event of difficulty in attaining any one of the nine objectives stressed in this article, as, for instance, when a debater loses control when an unfair decision has been made, the following general plan of procedure may be used:

First analyze the situation. Was this the first time? Why did he act that way?, etc. His reaction or response to the situation may be due to any one or perhaps eight things:

1. It is a new experience.
2. Past environment has encouraged or tolerated the wrong.
3. Wrong attitude and habits along this line have been formed from associations.
4. Moral concept of the significance of this act is lacking.
5. He is naturally impulsive and emotional.
6. Environment promoting self-control and responsibility is lacking..
7. He is pampered, petted, spoiled.
8. He has not been taught to think and reason out life situations.

After analysis, the next question is how to get the pupil to make the special or right adjustment. Germane, of the University of Missouri, gives us his rich experience from studying over 8,000 cases. He lists methods in order of importance or rank for assisting the pupils to make adjustments. They are as follows:

1. By discussion—"Talk it over" method.
2. By appeal to reason, honor, pride, spirit of fair play.
3. By making it a class or group project.
4. By letting the child work out the solution.
5. Coercion—suspension for reflection.
6. By calling attention to the group rules or creed violated.
7. By reading material and pictures.
8. By having the student consult others.

The above procedure is a splendid technic for helping teachers diagnose and determine remedial measures for nearly all undesirable character traits.

Personality Traits That May Be Developed In a Debater

I. Self-Control—Restraint exercised over one's self.
Modesty, calmness, self-command, dignity. Reserve, poise.
When:
a. Unfair decision is made.
b. His teammate makes a mistake.
c. His teammate fails to measure up.
d. He is beaten.
e. Opponents deliberately cheat or misquote.
f. He is winner.
g. He makes a good point.
h. He feels like swearing or "cutting loose."
i. Sarcastically attacked.

II. Sportsmanship—A wholesome attitude in giving and taking, in victory and defeat.
Open-mindedness, sympathy, cheerfulness, fellow-feeling, tolerance, respect.
In:
a. Meeting opponents.
b. Seeing opponents off.
c. Avoiding concealment of arguments.
d. Avoiding snobbishness and appearance of superiority.
e. Not quitting when displaced.
f. Not jeering at opponents.
g. Condoning the mistakes of a teammate.
h. Respecting the opinion of others.

III. Judgment — The operation of the mind, involving comparison, dis-

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*Reprinted from the Quarterly Journal of Speech, of December 1936, by request.

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crimination, sense of relative values, ability to decide rightly and wisely, a sense of proportion, deliberation.

In:

a. Deciding when to use certain arguments.
b. Determining the quality of one's own arguments.
c. Criticising the relative value of a colleague's or an opponent's arguments.
d. Deciding when to keep silent.
e. Deciding when to criticise.

IV. Co-operation — Promptness, dependability, unselfishness, willingness, helpfulness.

In:

a. Working with one another.
b. Sharing material and ideas.
c. Always appearing on time.
d. Not giving orders to one's fellows.
e. Giving in to group opinion.
f. Abiding by the decision of the coach.

V. Initiative—Energy or aptitude displayed in the action that tends to develop new fields.
Self-reliance, originality, resourcefulness, confidence.

In:

a. Collecting material.
b. Ways of meeting new arguments.
In:
1. Rebuttal.
2. Construction.
c. Devising charts.
d. Seeking and testing new arguments through interviews with influential people.

VI. Courage—That quality which enables one to encounter difficulties with firmness.
Pluck, valor, assurance.

When:

a. Apparently "snowed under."
b. Reporting correct verdict.
c. Meeting the opposition against odds.
For example:
1. Going against a stronger team.
2. In an "eleventh hour" substitution.
3. In adverse emotional stress; e.g., death in family.
4. Physically injured.
d. Severely criticised by coach and critic judge.

VII. Tact—peculiar ability to deal with others without giving offense.
Gratitude, mental poise, courtesy.

In:

a. Presenting arguments.
b. Exposing or meeting opponent's arguments.
c. Approaching the audience.
d. Proper appeal to the judges.

VIII. Honesty—Fairness and straightforwardness in conduct and speech. Integrity, sincerity, truthfulness, frankness, sense of honor, justice.

In:

a. Giving the correct authority.
b. Not plagiarising.
c. Quoting opponents.
d. Not bluffing.
e. Quoting facts and figures.

IX. Leadership—One who leads and is being followed by others in conduct. Responsibility, obedience, respect, enthusiasm.

In:

a. Encouraging teammate.
b. Pouring oil on troubled waters.
c. Being elected captain.

Conclusion

Probably not all of the above mentioned personality traits can be taught to a team in one year. This is very nearly impossible; but if they are constantly kept in mind by the teacher, and used whenever the occasion presents itself, the result will be character education through debate. However, this fact must be remembered: if this type of teaching is to be effective at all, the teacher or coach must first exemplify the traits that he wishes to implant.

Colorado University Summer Session

A four-week program of speech education for a nationally select group of 40 to 50 high school juniors and seniors will be conducted at the University of Colorado, Boulder, Colorado, this summer, from Junue 21 to July 17. Objective of the institute will be improvement in the knowledge and techniques of speech as an instrument for use in the democratic processes.

Supervisors of the institute will be speech experts chosen from the secondary and college fields because of their understanding of the interests and needs of high school students. There will be instruction in public, radio, and extempore speaking; voice training; interpretation; library research, analysis of material, and speech preparation; forensic forms; and self-evaluation.

Students will have full access to all University cultural facilities such as the library, convocations, and the museum, and there will be wide opportunity for recreation under the supervision of the Mountain Recreation Department of CU. All costs will be covered by a flat fee of $155 per individual.

Applications are now being received and will be accepted until May 1. The selections will be announced about May 15. Director of the institute is Professor Thorrel B. Fest, University of Colorado, Boulder, Colorado.

Off-Campus Audience and Forensic Program

BY E C. BUEHLER,
University of Kansas

What is the use of debating if you don't have an audience? This question sounds the complaint that we have heard again and again in recent years. We all know that our forensic events do not have a wide audience appeal. Unless we have a visiting team from a foreign country or require the attendance of speech students or promote a debate on some sensational topic, we are contented with an audience of a dozen or two of casual listeners The fact is that students simply do not turn out for our forensic events.

In an effort to cope with this problem, many of us have resorted to taking our forensic programs away from the campus to the ready-made audience. Although this practice is not new, its fullest possibilities have not been explored. The off-campus forensic activity for many institutions should be an established adjunct of our regular program. It should be explored and developed to a much greater extent.

1. This expansion is in keeping with the present trend of extending educational and cultural values to the general public. The adult audience can find much information and mental stimulus by listening to a lively debate or discussion on the vital issues of the day. It may derive additional benefits from these programs through the added features of the open forum.

2. The off-campus forensic event offers the speakers an opportunity to meet with realistic audience situations. Civic clubs, church groups, and high school assemblies provide the kind of listeners that debaters are most likely to face in real life. A real audience is a real speaking experience. It offers the necessary incentive for adequate preparation and the richness

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* *Taken from the January, 1948 number of Delta Sigma Rho.*

Every Student a Debater at Rutgers

Professor Richard Reager, Head of Speech Department, Expounds a New Doctrine For Debaters

Everyone who wants a chance should have it. No Tryout system. No Narrowed Down Squad. No Dependence on Trained Experts.

BY RICHARD REAGER, *Rutgers University*

PERHAPS it is too much to expect that every students on every campus, can be a debater, or would even want to be one. However, greater interest can be created in debate than now exists, and more men and women can be participants in our college and university debate programs. Debating should be, and *can be*, the most interesting and the most valuable extra-curricular activity on any campus! Naturally, it will never draw the crowds that a football or basketball squad, would draw, but it can stimulate a greater interest than is now evident in most schools throughout the country.

How can this interest be created? What might be done to change the lethargy about debate now present in most places? There are several ways in which interest might be aroused. There are several things which can be done!

1. *Debate should be for the many, not the few!*

Too many schools have "debate teams." "Teams" are "selected" after "trials" or "eliminations," and then the so-called 'best debaters" represent the college. In many cases this 'scientific procedure" produces *two teams of three men each with an "alternate"*—thus giving debate opportunity at most to eight people.

If the *team* system is used, it naturally follows that interested undergraduates, who do not "make the team," lose interest in the activity. The *Squad System*, on the other hand, has no "selected" team or teams. It is designed to give at least one opportunity to participate in an inter-collegiate debate to every student who participates in the training program, who attends and takes part in the practice debates, and who maintains an active interest in the debate program.

This type of debate training and practice encourages interest in the activity. The one value that is inherent in the "team system" is the so-called value of "winning debates." Obviously, any single team having participation in dozens of debates as a unit, can do a better job than a squad working together for the first time. (Over a period of years, however, the squad system will produce more trained men and women who will be able to win more debates than can be won by any single team!) The values which are in debate should be given to the greatest number of graduates on any campus. The *values* and the *activity* should not be *just for the few!*

When students know that they can be a part of a program and that they can learn by actually participating in it, their interest and the interest of others in that program is greatly increased. Perhaps colleagues in the field will raise the cry of "heresy," but I do not believe that the winning of debates should be the objective of the activity. To win is important, but to provide training in "thinking on your feet" and to develop the undegraduates' speech personality is more important!

2. *Debating should be fun!*

It can never be sterotyped, formal, or artificial. It can not be presented with "*canned speeches*" or be on a topic of little interest to either the participants or the audience. There must be variety in the program to make it *entertaining*. And when you make it *entertaining*, you make it *interesting!!* Directors of debate must remember that a continuation of old customs and practices is the surest way to guarantee that there will be *little interest* in debating on the campus.

3. *Debate Different topics*

Too many colleges limit their entire year's activity to discussing the so-called "National Debate Question." Too much emphasis is given today to this "National Question." We have the "good old handbooks" which are available for any and all who can afford to buy them, and the result is that too many schools debate only the question developed in the handbook. *This practice DOES NOT, CAN NOT, WILL NOT build interest!*

Have more than one plan or type of debate. Use the Oregon Plan, the direct examination plan, the immediate clash

RICHARD C. REAGER

argument, the Open Forum, and other types of debate which permit audience participation. Always remember that if you debate only one question and follow only one style, you will slowly but surely stifle undergraduate interest in your program. "Oh, we've heard that debate," is the reply given by students when you ask them to attend a second or third debate on the same subject. If your squads debate on different topics, and if they use varied forms and types of debates, you not only create interest in what you are doing, but what is more important, you keep that interest.

4. *Your debaters should always include campus leaders*

The quarterback of the Varsity football team should be invited to come out for debate. Your Fraternities should have their Chapter officers in your program. The class officials and club leaders on your campus should be invited to join your debate squad

5. *Your Tau Kappa Alpha Chapter must be more than an Honorary Fraternity*

The Junior and Senior Chapter members should work with your freshman squad. Squad leaders should be members of the Fraternity. The Chapter should

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*Taken from the *The Speaker* of T. K. A. January 1948.

plan and conduct Open Forums. Panel Discussions, and meetings and debates at which you invite all undergraduates. Each of these meetings should be on current topics of local and national interest, thus guaranteeing maximum interest in the program. Do not necessarily limit your T.K.A. meeting to the "National Debate Question." Your Honorary Debating Fraternity can be and should be the heart of your entire debate program.

6. *Give responsibility to your debate managers*

Your debate managers should have authority to exchange contracts and to complete plans for all inter-collegiate debates held on your campus. In fact, the entire conduct of your Forensic program should be the responsibility of your Senior debate manager and his staff. Managing can be a real activity if properly planned and organized. Your Senior Varsity debate managership should be the most important undergraduate position on the campus. Your Junior managers in charge of radio debates, and home debates can have equal importance in your program. The freshmen debate manager must also be given responsibility. All directors of debate can add prestige to their program by a carefully planned managership program.

From over thirty years of experience, however, I am firmly convinced that few schools or few coaches have any definite debate manager program. Too often apparently, a man is "appointed" a manager. The manager then "sends letters" for debates. The letters sent are usually "general," and avoid anything which even approaches a contract. Often these letters, however, are acknowledged because of some mutual interest, and then one waits, and waits, and waits for a follow-up answer. When the answer comes—if it does—it is usually written by some other individual. Often there is no answer. Last year Rutgers had a number of such experiences, and in seven of the cases no one at the school sending the original letter to us ever acknowledged or answered our acceptance of the invitation extended in the original letter. In five of the cases we received apologies because "the manager who had written us was no longer in school."

A selected group of managers, with a plan and program for their activity and with each assuming definite responsibilities can help build better debate programs. Without it you have the "*chaos*" now apparently present in quite a few colleges throughout the coutnry.

7. *Welcome visiting debate teams to your campus*

Advertise in your school paper that vitiors will be on your campus. Determine beforehand the Fraternity affiliation, college curricula, and other interesting information about your visitors which might be of interest to groups on your own campus.

Managers should be assigned to meet all visitors upon their arrival on your campus. Your staff should escort your guests to the place of debate, and act as host during their stay on your campus. This hospitality should be a real, warm, friendly thing. It should create favorable impressions of your school, your staff, and your debating activity.

If your school has a *Green Key* or *Scarlet Key* Organization, or any other group, which plays host to visitors, ask them to cooperate with your debate program. Provide adequate housing for your visitors, and make them feel that you are happy to have them on your campus. Have members of your debating squad talk with the visitors before and after the debate, and share with them the common experience of your activity and learn about theirs.

8. *Publicize your debate program*

One of your debate managers should be responsible for publicity. The editor of your school paper should be invited to send reporters to cover all contests. Editorials as to the value of debating and the extent of the activity should appear at the beginning of your debate season. Notices, posters, and general advertising can be used to call attention to debating on your campus. This advertising and this publicity builds and creates interest in your activity. Tie up with your Alumni Organization so that when you plan trips, the alumni in that area can know of your visit. Encourage alumni meetings in towns where you will be debating some other college.

All debate coaches realize the value of debate training. One way of impressing this value on your squad is to invite prominent alumni, who were debaters during their own undergraduate days, to return to the campus. Plan a special meeting of your Fraternity and have these alumni debaters address your present debaters. (And when you hold this "Alumni-Undergraduate" meeting, *invite all undergraduates of your school to attend.*

The suggestions given above are but a few which can help create greater interest in debating on your campus. The strength of any debating activity, however, can be no greater than the desire of the coach to have the largest number of undergraduates learn the value of the activity. Debating adds to a man's stature; it gives him poise and confidence in himself; it teaches logical reasoning; it encourages the friendly give-and-take of mental clash; it adds to a man's personality. It can be as great and as effective and as rich and as full as the plan and program behind it. Every student on your campus should be, and can be, a debater!

Taft-Hartley Law

Is it Succeeding or Failing. Is it a Victim of Personal Prejudice?

Ask the average worker, "Do you approve the Taft-Hartley Labor Bill?" and he will reply "no" 54 per cent of the time. Yet, when the same worker is polled on the individual provisions of the Act, he will approve them 73 per cent of the time.

This paradoxical situation was discussed in a recent poll conducted by Dr. Claude Robinson, president of Opinion Research Corporation, Princeton, N. J., and published in *Look Magazine*, Sept. 30. It revealed that while the American worker is against the Taft-Hartley Law, he likes its contents.

"In their arguments against the Taft-Hartley Law," continues Dr. Robinson, "labor leaders have alleged that it is a device to smash the unions. They have called it a 'slave labor bill.' The employee's first impression, therefore, is that the bill is anti-labor, an instrument of oppression. Poorly informed on what the law contains, workers have so far reacted emotionally to these labels placed on the law by their leaders."

Taken individually, all the provisions of the law received the approval of more union workers than it did disapproval. Moreover, a decisive majority of union workers approved nine of the ten planks. The only provision that failed to achieve a majority approval was the section outlawing the closed shop. Yet even this, the poll showed, drew the approval of 48 per cent of the union members. Only 43 per cent were against it.

The Opinion Research Corporation had its interviewers ask American workers, "If you were in Congress, would you be for or against the laws to do the following things?"

"The laws," continued Dr. Robinson, "were ten of the leading provisions of the Taft-Hartley Law. The points were not presented in the interviews as part of the

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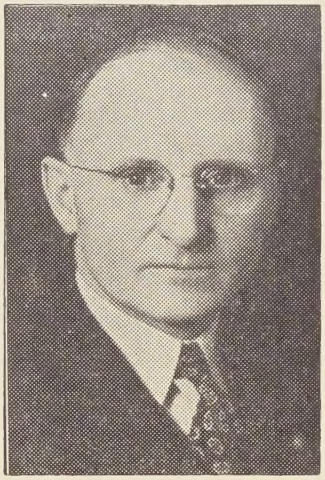
*Taken from "Trends," Nov. 9, Page 4.

What Becomes of Debaters?

Story of Three Who Got into Public Office — Some of Them Go to Congress

That Debaters Make Good in a Public Way is the usual story. Name your Profession and we can find debaters in it who have achieved unusual distinction.

KARL E. MUNDT



FRANCIS H. CASE

KARL E. MUNDT

Represents the First South Dakota Congressional District

THE name of Karl Mundt is not so unfamiliar in Congressional activity, and it has long been a familiar name in the forensic circles of the entire country. Karl is president of the National Forensic League, the one large high school forensic national. For several years before entering Congress he was coach of debate at the Teachers College at Madison, South Dakota, and was the leader of the Pi Kappa Delta chapter there at that time at several Pi Kappa Delta National Tournaments.

Karl was born at Humboldt, So. Dakota, June 3, 1900. As a lad he attended the Humboldt, Pierre, and Madison public schools. He was graduated from Carleton College, Northfield, Minn., in 1923 with the A. B. He took his A. M. at Columbia University, New York, in 1927. He began his teaching in the Bryant High School, South Dakota, and after one year was promoted to the Superintendency. After three years as Supt. of Schools at Bryant, he moved to Madison where, from 1928 to 1936 he served as Chairman of the Speech Department of the Eastern State Normal School. While teaching he became a junior partner in the Mundt Loan and Investment Co., and in the spring of 1936 resigned his position to devote full time to business.

He became interested in conservation and out door life and began writing for Outdoor America, and was elected State President of the Izaak Walton League; served on the Fish and Game Commission of So. Dakota, and was National Vice President of the Izaak Walton League when elected to Congress.

In 1925 he helped Bruno Jacobs of Ripon College organize the National Forensic League for high school debaters and Speech contestants. He holds membership card No. 1 in this organization and has served it as Editor of the Rostrum and as National President.

Karl is a Kiwanian and served as District Governor for the Minnesota-Dakotas District in 1934.

For three years he served as program director of the Rocky Mountain Writers Conference at the University of Colorado, Boulder. During the last 20 years he has spoken in 30 different states and in Canada on Conservation, Education, Foreign Policies and Public Affairs.

He likes hunting and fishing, writing, and traveling.

Since his arrival in Congress Karl has kept exceptionally busy. He has kept on writing and articles by him have appeared in a great many American magazines and periodicals. He has served on the following Congressional Committees: Education; Irrigation and Reclamation; Indian Affairs; Foreign Affairs; The Dies Com. to Investigate Un-American Activities, and is at present a member of the Un-American Activities Committee and the Foreign Affairs Committee. He makes frequent platform appearances and Radio discourses. He sponsored the Legislation authorizing the U. S. to join up with UNESCO and the United States Information Service abroad. Karl has made several significant speeches in Congress and has toured Europe with a Congressional Committee. According to the Rostrum of NFL, which keeps fairly close touch with him, he is to enter the primaries this spring in South Dakota seeking the senatorship from his home state. Karl in a Republican, and proud of it.

FRANCIS H. CASE

South Dakota College Orator — Another Pi Kappa Delta Republican Who Entered Politics

Francis Case not long ago achieved considerable distinction nationally as the author of the famous labor bill which Harry Truman vetoed, after having proposed his own legislation to Congress, which was immediately dubbed a slave labor bill. Case is senior member of the South Dakota delegation in Congress, has had a very active career and like Karl Mundt is a member of several college honor societies and fraternal organizations.

He was born in Everly, Iowa, December 9, 1896. He is a son of a minister, and went with his parents to South Dakota in 1909. He was graduated from the Hot Springs High School in 1914. Entered Dakota Wesleyan immediately and was graduated with the A. B. in 1918. Won the state oratorical contest for his Alma Mater while in college and joined Pi Kappa Delta. He attended Northwestern University at Evanston where he received the A. M. in 1920. Dakota Wesleyan has since honored him with the LL.D.—1939.

Case has had a varied career. He edited and published a newspaper, operates a cattle and horse ranch at Custer, and has had a military career. In World War I he served in the U. S. Marine Corps, and later was commissioned in the U. S. Army Reserve and the U. S. Marine

Corps Reserve. In 1931-33 he was one of South Dakota's Regents of Education.

Francis Case was first elected to Congress in 1936 with 51.6 per cent of the votes cast; since then he has been reelected with growing percentages, the last time in 1946 with 73.6 per cent of the vote.

In Congress he has served on the Appropriations Committee, and several of its sub-committees, such as Deficiencies, Military Appropriations and Civil Functions, War Department, and has acted as Secretary of the House Republican Conference. In 1945 he was one of seven Congressmen to take a trip around the world for the Committee on Military Appropriations.

Representative Case has been connected with several important bills, chief among them the Case Labor Bill. Has been active in the American Legion and the National Rivers and Harbors Congress. He has never lost his interest in forensics and was the guest speaker at the Pi Kappa Delta National Banquet at the Bowling Green Convention last spring. Cong. Case has a brother holding the important position of Editor of the Rotarian. He is married (Myrle Graves of Mitchell, So. Dakota in 1926) and has a daughter, Jane Marie, born Feb. 10, 1935. A son, Francis H., Jr., was lost shortly after birth in April, 1945. Cong. Case has not announced any political ambitions, but from the looks of his pluralities in his district is likely to serve his country in Congress for some time to come.

INDIANA'S NEW ATTORNEY GENERAL IS A WABASH DEBATER

By Dr. W. Norwood Brigance, T.K.A.

Cleon H. Foust, Wabash, '28, is the new attorney general of the state of Indiana. He assumed office January 6 by appointment of Governor Ralph F. Gates to succeed James A. Emmert, a new member of the Indiana Supreme Court.

Attorney General Foust has traveled a long way in a short time from the day he argued his first law case. That first case was on appointment of a judge of the Federal Court at Tucson, Ariz., when Foust was fresh out of the University Law School, to defend two Mexicans who were accused of running a "stilleria." "My clients," said Foust, "were comfortably ensconced in jail with natural or assumed inability to speak a word of English. In spite of four years of college Spanish my colloquial Spanish was decidedly inadequte." Nevertheless the young attorney managed to get the court to dismiss the case, "probably in sheer disgust," he added slyly.

Twelve years later Foust, still a youngster, again appeared before a Federal Court, but this time it was before the United States Supreme Court where he managed to get the court to dismiss the states who were joined as defendants in the important case of Prudential Insurance Company v. Benjamin. Modestly, Foust said, "I was selected (to argue the case) largely because I was there and available and not as any award of merit." Others do not agree. They intimate he was selected because the 10 defending states wanted the ablest lawyer they could lay hands on. Anyhow, the case was a large one. Foust argued it ably, and the United States Supreme Court decided in favor of his clients, the 10 states.

Foust was born in Columbia City, in northeast Indiana, November 9, 1907. At what age he decided to be a lawyer, he doubtless does not remember. He seems to have been born with the idea. At Wabash College, he was one of the crack intercollegiate debaters of that decade, was graduated with the highest scholastic average in his class, and was elected to Phi Beta Kappa as a matter of course. He found time in college also to become baseball manager, a member of Blue Key, Sphinx Club, and Tau Kappa Alhpha. On the day of graduation he was one of two class members selected by the faculty to speak at the formal ceremonies.

Nineteen years later one of the professors could recall the main lines of his talk. "He began with a tantalizing story about a mythical medieval king," the professor chuckled. "It was not risque, but he let you think he was going to be!"

After graduating he alternated between leaving the state of Indiana and being called back to it. In 1928 he left it to teach American history and debate in the senior high school of Rockford, Ill. In 1929 he was called back to Wabash College to teach speech and direct forensics; and one of his debate teams that year defeated Yale University along with most of the other teams it met. He still had his eye on law school, however, and in 1930 he once again left the state, to enter Harvard Law School. A year later he transferred to Arizona Law School because his father's health had forced retirement to Arizona and Foust wanted to be near his family. Of Harvard, he says: "My experience with Harvard is little more than that of a bowing acquaintance, since I was there only one year, but I can prove that by the fact that apparently I am on their mailing list—and you know what I mean."

CLEON H. FOUST

A year and a half after finishing law school he again returned to Indiana. "When I left Arizona," he recalls, "it was for a visit to Indiana, but once here I decided to take a crack at the bar exam, and fully expected to fail and return to Arizona by the next train. However, when I passed I decided to open an office in the home town of Columbia City. There, among other things, he served as attorney for Whitley County and was attorney for the county's welfare department.

Five years later he left the state again, this time on call from the law school of Drake University to join its faculty. A year and a half later, in 1942, he was called back to Indiana as deputy attorney general of the state. Then, on January 6, he became attornel general to fill an unexpired term ending the first Monday in 1949. He still thinks of Columbia City as the home town. Whether he ever gets back to open that Columbia City law office again is another question.

He is a Lutheran, a member of Phi Delta Phi, legal fraternity, and a member of the Columbia City Lodge of Elks. Fishing and golfing are his hobbies. But the crowded years have allowed him no time to find a wife. The truth is that he has never looked for one. The law, it has been observed, is a jealous mistress; she will permit a man to serve no other.

Reprinted from The Cross and Crescent of Lambda Chi Alpha

TAFT-HARTLEY LAW

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Taft-Hartley legislation. To avoid prejudice, preconceived ideas and label stigmas, the interviewers presented each plank as a possible law in itself, and asked each worker if he would like such a law. And to make each plan quickly understandable and free of legislative gobbledygook, each provision was reworded as simply and accurately as possible."

More than 78 per cent of all employees and 70 per cent of union workers favored a law to "require unions to give 60 days notice before they can go on strike." Regarding the provision to give the company the right to sue the union if the latter breaks its contract, 77 per cent of all workers and 70 per cent of the union members approved.

A law to permit employers to talk to the workers on the subject of joining unions, so long as they don't threaten the workers or promise rewards for not joining, was endorsed by 69 per cent of all workers and 61 per cent of the union members.

Both groups overwhelmingly favored the provision to "require unions to make reports on the money they take in and what they spend it for." This was favored 86 per cent and 85 per cent respectively by all workers and union members.

Significantly, percentagewise, union members favored some of the provisions more than did employees as a whole. Concerning a law to prevent Communists from holding offices in unions, 77 per cent of the union workers approved and 76 per cent of all employees did likewise.

Legislation to prohibit unions from spending money or making contributions in connection with political campaigns received the approval of 56 per cent of all employees and 50 per cent of union workers.

A total of 68 per cent of all employees and 74 per cent of union members respectively favored the check-off if the worker agrees in writing. (The check-off is defined as that system whereby the union member's dues are automatically deducted from his salary by the company and turned directly over to the union.)

A provision to "forbid a company to have a union shop until a majority of all the workers vote in favor of it" was approved by 79 per cent and 77 per cent respectively of all workers and union members. (A "union shop" is defined as one in which the worker does not have to belong to the union to get a job, but must join the union after he is hired.)

On the question of outlawing the closed shop, 60 per cent of all employees and 48 per cent of union members favored such a provision. (The "closed shop" is defined as a shop in which no one can get a job unless he already belongs to the union before he goes to work there.)

Both groups by 78 per cent and 70 per cent respectively favored a law that, in industries considered vital to the country's welfare, allows the Government to get a court order preventing a strike for several months while settlements are being attempted.

OFF CAMPUS AUDIENCE

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of subject material for the compelling organization of ideas, and it inspires mental alertness and proficiency in delivery. In other words, it brings the basic skills in speechmaking into sharp relief.

3. The off-campus forensic program is an excellent medium for creating good public relations. It gives the public a chance to see that the college is doing something aside from playing football. Here is the concrete example of educational and cultural aims as they are emphasized by our institutions of higher learning.

Furthermore, the college boy or girl speaking before elders enjoys a natural psychological advantage. The parents in the audience who have boys and girls near the age of the student speakers are impressed with the manner in which these speakers excel in the art of speechmaking.

Furthermore, programs of this type are popular with the outside organization. The off-campus listener likes to hear discussions and debates and informative talks by students.

4. The off-campus forensic program is practical, not expensive, and easy to promote. Clubs and organizations may be found in numbers in any community. Many groups will gladly pay the travel expenses of the speakers; but even if the school has to pay its own expenses, it is much cheaper relatively speaking than the costs of the usual debates sponsored on the campus or otherwise. I do not think I exaggerate when I say that ten typical off-campus engagements of this kind will not exceed the usual cost of one typical debate tournament.

5. The off-campus speaking projects lend themselves to flexibility and a variety of forensic endeavors. While debates and discussions may be the most common type of speaking performances — extemporaneous and impromptu speaking contests, informative and entertaining talks, orations. and even oral reading may be con-

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SUMMARY OF THE OHIO STATE HIGH SCHOOL LEAGUE DISCUSSION MEET

1. Should it be possible for the U. S. Attorney General to obtain an injunction against a union in a strike involving public health and safety?

   Almost unanimous in favor of this clause in the Taft-Hartley Act.
2. Should unions and corporations be suable for breach of contract?

   Almost complete agreement on this provision. A few wanted some limitations and restrictions on the amount and on the guilt of union members opposed to the breach of contract.
3. Should unions be required to file financial statements with the National Labor-Relations Board?

   Ten round tables in favor. None opposed, though some wished amendments.
4. Should Unions and corporations be forbidden to make contributions to national election campaigns?

   Unable to reach even a moderate degree of agreement. Five round tables in favor; one more in favor and would extend the law to cover local elections. One round table unqualifiedly opposed: six tables divided in opinion and unable to reach any agreement.
5. Should the closed shop be outlawed?

   Unanimously opposed to closed shop and some tables wished also to outlaw the union shop.
6. Should the services of the N.L.R.B. be available only to unions whose officers have filed affidavits denying that they are Communist Party members?

   Three tables in favor; Two tables opposed; eight tables divided and unable to reach agreement.

   The objections arose on the questions (1) whether this part of the law is constitutional; (2) whether its effect might not be to drive the Communists underground; (3) whether it is an infringement of civil liberties.

J. Jeffrey Auer of Oberlin College is sending out "travelling clinics" to help high schools on the current national question. The programs are in the nature of a debate on the question, or of a broader nature in treatment of the labor management relations.

Several of the Ohio universities and colleges are assisting high school debating with clinics on the high school question and allied labor problems.

A metropolitan debate league is being formed in Chicago for the beginning debaters from Chicago University, Loyola, Mundelein, DePaul, and Northwestern.

Temple University Speech Professor Discourses on the Value and Shortcomings of College Oratory*

GORDON F. HOSTETLER
Temple University

Considers Oratory a Valuable Part of the Speech Discipline.

By GORDON F. HOSTETLER

IN the past twenty or thirty years, as college enrollments have steadily increased, emphasis in speech teaching has centered more and more upon techniques of basic communication. The same period has witnessed a growing movement to carry instruction from the classroom to adults in homes, shops, and farms. This trend, too, has brought increasing attention to speech as factual communication. At our dinner last evening we heard Mr. Beall, discussing the role of speech in labor-management relations, declare that we would perform a valuable function if we could train spokesmen for contenders in industrial conflict to be "accurate, clear, and terse." This goal is no mean task and it must be constantly before us when we consider speech training for the larger portion of our population. Because of the influx of college students and the extension of higher education to adults, however, we have tended to ignore the needs and development of our superior students. This tendency is deplorable, for, as never before in our history, we need the full potentialities of our gifted students who must provide leadership in solving the increasingly complex problems of our society. To this end the reactivation of original oratory can play an important role.

Does America need men and women who can rise above the requirements of basic communication to express the sentiments of the people in language which will command respect and support? A review of our history would suggest that she does. From the Revolutionary times to the last great conflict we have always had our spokesmen who could awake the people to dangers and compel wide popular support for their views. Even a cursory glance at our periods of crisis will reveal the names of eight or ten great leaders who mustered adherents by their powers of speech. But with the passing of Roosevelt and Borah, where are the orators of our time? Can we depend upon the prosaic declarations, uttered in a Missouri twang, emanating from the White House, to insure popular support for policies designed to solve problems of economic maladjustment and international conflict? Shall the people "rally 'round" the dull pronouncements of a Taft, or a Vandenberg, or a Martin? Will confidence be inspired by the slick, high school debating tactics characteristic of the Governor of New York.** It seems to me that at a time when there is desperate need for eloquent leaders we are sorely lacking in that commodity. I further suspect that the training in oratory, formal and informal, received by Webster, Calhoun, Clay, Beecher, Brooks, Sumner, Douglas, Ingersoll, Blaine, Wilson, Borah, and others was partly responsible for their powers of persuasion. It seems no accident that LaFollette, Beveridge, and Bryan ranked high in the old Interstate Oratorical Contest in their college days.

I do not suggest that oratorical training will guarantee that participants will rise to the heights of the speakers listed; but I do suggest that providing such training will afford gifted students a needed opportunity to develop their speaking skills beyond the standards of basic communication. All of us, I am sure, have had students whom we felt would profit a great deal from a program which permitted further refinement of abilities and techniques developed in the classroom. Such a program is provided by training for intercollegiate oratory. Here the superior student can improve his use of voice, his manner of delivery, his ability to organize complex materials and ideas, his power of argument and persuasion, and his mastery of the English language. These are advantages which may be gained from the inclusion of oratory in our forensic programs.

Particularly, I wish to call attention to the role of oratorical training in teaching proficiency in language. Most of us realize that this area constitutes perhaps the weakest aspect of our basic courses where me must stress methods of overcoming stagefright and elementary principles of delivery and organization. The college orator, however, must give special consideration to his modes of expression. He must learn to write for oral discourse. He must examine and enlarge his vocabulary for words which will clearly express his ideas and which will gain and hold attention. He may study the value of metaphors, similes, and other figures of speech in making his ideas vivid and concrete. The effects of periodic sentence, parallel constructions, and other aspects of language must be duly noted and studied. I do not suggest that we should i still Websterian floridity in our student but certainly our eloquent leaders, eve the conversational Roosevelt, used la guage which was more than "accurat clear, and terse." Our great speakers ha all displayed a real command of languag and our students could do worse than refer to the speeches of these men f models of effective oral expression.

Contests in original oratory, howeve are charged in some quarters with pr moting bombast, exhibitionism, and sop istry. In some cases these criticisms a not without justification, and we will b wise to adopt procedures and principl which will enable us to avoid practic which are indefensible educationally.

Many objections may be traced to e cessive use of speech techniques whic when employed with moderation, ha been found to be effective in securin audience response. For example, most o us have pointed to the advantages o specific examples in arousing emotion. W tell our students—and we are right—th one detailed story depicting the need f medical care by a family or individu will be much more effective than ream of statistics in motivating an audience t action. Inappropriate and excessive em tionalism, however, become the inevitab result when this devise is overused b our young orators. The speeches becom little more than recitals of a series o "sob-stories," and there can be little wor der that the intelligent auditor is o fended.

*From the Bulletin of The Debating Association of Pennsylvania Colleges 25th Anniversary Issue, Dec. 15, 1947.

**This magazine disclaims any responsibility for the sentiments or opinions of its contributors.

High School Voting on '48-49 Debate Topic

Here are the topics to be voted on for national high school dabate proposi- n for the next season:

(1) Resolved: That a Federal World vernment should be established.

(2) Resolved: That the Federal Govern- nt should extend the G.I. educational benefits at the college level to all graduates of accredited high schools.

(3) Resolved: That the power to legislate concerning marriage and divorce be reserved to the Federal government.

Some thinking and perhaps some reading should be done by the person whose responsibility it will be to pass judgment upon these subjects, or in other words who will rate them 1, 2, 3 as debate questions.

The colleges are this year debating the Federal World Government subject. In this number we are printing under the college handbook section the remarks made upon this subject at the annnual meeting of the National Convention by Professor Ralph Y. McGinnis of Montana State University, who served on the committee making a study of this subject. Other college coaches might be interviewed by the high school coach before he makes up his mind about his vote. It is true that some college coaches do not like the subject, others find it satisfactory, and still others are highly enthusiastic over it.

It has perhaps two big difficulties: It is a very big and important subject and requires a lot of reading and knowledge. The average high school debater is perhaps a bit immature to place the right valuation on the many conflicting arguments. However, he should learn sometime and now is a good time to begin, so I do not think the size or immensity of the problem and the subject should be too discouraging. The bigger the subject and the more difficult, the abler the student should become by studying and discussing it. The second difficulty is its unreal or academic nature. No one in his right mind, facing truth as it exists today before our very eyes, considers this subject as more than a dream or huge ideal, more or less impossible or at least quite unlikely, therefore, of not much practical consideration. Willingness to dream and to discuss an academic question is possible, however, and this subject is certainly one worth pondering over. There is no way in which debating it could possibly hurt the high school student. If it makes him serious and thoughtful before his time, it hasn't really harmed him.

Federal Aid to Education

The second subject is designed to appeal to the high school student's personal welfare and interest, and may lead him to depend upon federal aid, which from one point of view can become a vice, and an unenviable attitude toward citizenship. There will not be as much material on it, so it may not make the best subject from several points of view. The government owes the high school students very little that it has not already discharged in

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TEMPLE UNIVERSITY SPEECH PROFESSOR DISCOURSES ON THE VALUE AND SHORTCOMINGS OF COLLEGE ORATORY.

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Again, we may improve the level of our ginal speaking if we insist that the ojects selected be concerned with the portant social, political, and economic ues of the times. What answer can we ve our critics when in the course of a eat war for survival itself we vote first ize to a student pleading for the pre- ntion of soil erosion? At present there a demand that we center college foren- s upon the problem of the veterans no throng our campuses? "Keep topics nple so that the veteran may grapple th them with the minimum expenditure time and effort, and keep topics tated to the daily lives of these students that their interest will be maintained," e the major arguments set forth. That e veteran in college poses many prob- ms and that solutions are needed cannot, course, be denied; but it seems to me at we cannot permit interpretations of rogressive Education to drive us to the ove conclusions. Let us recognize that ere are many problems that demand at- ntion; but let us also face the fact that ese problems can and must be ranked cording to the urgnecy with which solution must be found. Shall we put ir orators to work solving the marital fficulties of veterans living in quonset its while the atom bomb ticks on unno- ed? Shall our speakers plead for better creational facilities in the face of immi- t inflation and another national depres- on? "But," reply the Progressives, "in- rnational politics and questions of eco- omic prosperity are too complicated for e veteran who has forgotten how to udy." If this be so, we are indeed omed. For, if our superior college stu- nts, representing the potential leader- ip of our society, cannot cope with is- es of international peace and domestic rosperity, how can we look with confi- nce to the maintenance of our demo- atic traditions and institutions? From here I sit the atom bomb is making noises hich threaten the existence of civiliza- on itself, and I trust I will be pardoned if I remain somewhat unmoved by "eloquence" which points with alarm to the increasing accident rate on the highways or which exalts a "mother's love." The pressing problems of the times are complicated and time consuming; and we are false to our duties as teachers if we abdicate and permit our students to center upon minor upheavals which make their daily lives somewhat unpleasant.

College oratory may be furthered if directors insist that problems be carried through to a practical solution. I, for one, am tired of the young man who describes the monstrous evils of racial or religious intolerance and then concludes with a pious plea for "understanding." Everyone will grant that armaments constitute a heavy burden, but what speaker goes on to present the workable plan to achieve disarmament? It does not require much sagacity to discover and expose imperfections in our institutions: but there is urgent need for concrete programs which will eradicate causes and remove deficiencies. A speech which arouses an audience to the necessity for action is, of course, not wholly useless; but let us urge our orators on to the suggestion of positive solutions.

The English Team—composed of three Oxford men—Anthony Neil Wedgewood Benn, Edward Charles Burney Boyle, and David Kenneth Harris toured the United States during the early season debating a large number of American colleges and universities. This was the first of the resumptions of the pre-war tours of the English teams, and proved quite successful in reviving old times and interests. Subjects used were typical, such as Resolved, that the danger of war can best be averted by an all-purpose Anglo-American Alilance. The trip lasted about four months and covered practically the whole of the United States.

Of the Englishmen: Benn is a candidate for election to Parliament. Boyle is a baronet and saw war service: Davis was in the Royal Artillery, 1940: and R.A.F. liaison and staff officer, 1945.

Specimen Debate Division*

Exhibition Debate on "Compulsory Arbitration", Ohio State University vs. Purdue Univ.

The following debate was held before the Ohio State Debate Clinic at Columbus, Ohio, December 13, 1947.

First Affirmative Constructive
William Jaynes, Ohio State University

MR. CHAIRMAN, ladies and gentlemen: We hate to get up in the morning just as much as probably all of you do, but we of the affirmative are extremely happy to be here because of the predominance of girls in the audience. I think this needs a little bit of explanation. In college you will find that something a little bit different is true. You have men's teams and girls' teams. Thus far this year Mr. Vernon and I have not had the privilege of meeting a girl in a debate. Therefore, it is a distinct privilege for us to look out over the audience and say, "Ladies and gentlemen."

I think that James Thurber, one of our Columbus men, has a very interesting story to tell when he pointed out the story of a bear who used to drink. When this bear drank, it seemed that he would come home and, being somewhat drunk, beat up his wife, overturn furniture and swing from the chandelier. Finally he decided he was going to reform, so he gave up drinking. When he came home in the evening he felt fine, so he'd beat up his wife, break up the furniture and swing on the chandelier! Mr. Thurber points out that the moral is this: You might as well lean over too far backwards as fall flat on your face.

I think that is a moral we should keep in mind. It seems that we are leaning a little bit too far backwards in our relations with labor. We feel something should be done to retain an upright position without falling on our faces.

The question we are debating today is, Resolved: That the Federal Government Should Require Arbitration of Labor Disputes in All Basic American Industries.

We of the Affirmative feel that there are only two terms in this question that need definition at the present time. The first of these is this term "arbitration." We find that a standard economics textbook defines arbitration in the following manner: First it points out that voluntary arbitration is a method of settling differences between disputants . . . which examining the claims of the disputants, renders a verdict. The point that must be kept in mind, however, is that this is voluntary; it is not required.

The antithesis of this is compulsory arbitration, which makes it mandatory for for both parties of a labor dispute to submit their respective claims to a court of arbitration and to abide by its verdict.

The term "basic industries" should also be defined. Basic industries are steel, oil, gas, coal, maritime shipping, railroads, public utilities and telephone and telegraph services.

We think that strikes today in the United States might be compared to a disease spreading throughout our national economy. In considering what should be done about this disease, we should like to ask two fundamental questions. Is this disease—or are strikes—a threat to our national well-being and secondly, is compulsory arbitration the remedy for this problem? I am going to deal with the first of these questions and my colleague, Mr. Vernon, is going to deal with the second.

Now let us consider this point for just a moment. Do strikes in basic industries threaten our national well-being? Well, first I think it would be quite to the point to consider just exactly what is happening to strikes in basic industries at the present time. Is the trend upward or is the trend down? I should like to point out that we are not going to talk about strike figures in general. Strike figures in general have little or no application in this debate. We must consider only strikes in basic industries. We find in the basic industries of transportation, mining, iron and steel, a comparison of strike figures in 1946 and 1947. In 1917 we had 330 strikes in transporation industries; in 1946 we had 479, an increase of nearly 200 in number of strikes between these two years and these two years are roughly comparable. In the mining industry we find that in 1917 there were 399; in 1946, 507, an increase of over 100 in the number of strikes. In the iron and steel industry we find that there were 72 strikes in 1917, whereas in 1946 there were 478, an increase of almost fourfold. Then it does seem that the trend in the past has been toward mores trikes. If we take two comparable years and find that there are more strikes in the second of these, it seems obvious to us that strikes in basic industries are on the rise at the present time.

Of course, it may be pointed out that possibly there have been no strikes in basic industries this year. Is that true? We find that the Monthly Labor Review of October 1947, points out that the two following strikes took place in September of this year. There was a walk-out of 18,000 employees in the Union Railroad Company and that a total of 11,000 men were out on a New York Express strike. Planes of the American Overseas Airlines, normally operating between the United States and Europe, were grounded between September 30 and October 15 by a strike of pilots and co-pilots. Also there was one in stevedoring operations in Los Angeles harbor because of a labor dispute out there. We also find that on April 7 of this year 330,000 workers went on strikes in the American Telephone and Telegraph system. On June 16, the C. I. O. Maritime Unions went on strike for the third time in a year. It certainly seems to us that there are strikes taking place this year.

What is the probability in the future? To deal with this I'd like to point out two things. First this clipping from the Columbus Citizen which points out that a strike vote taken among Western Union employees indicates the probability of a pre-Christmas strike in the Western Union. The conditions at the present time are such as to stimulate this rising trend in strikes.

I got this paper just recently. Look at the headline. "C. I. O. Demands New Wage Hikes." Of course, we cannot say that the mere demands for wage hikes implies that we are going to have strikes, but it certainly does establish a probability. It certainly does seem to indicate that there are conditions present today which make for a continuance in the rise of these strikes in basic industries.

Now, a second point which should be considered is this point involving the Taft-Hartley Bill. Can it, in itself, deal with this problem? We find that several things are true of the Taft-Hartley Bill. First, it only outlaws two types of strikes: sympathy and jurisdictional. Secondly, that even though it provides for a cooling-off period for approximately 14 days of discussion, there is absolutely nothing in the Taft-Hartley Bill to assure that the parties to a dispute will come to an agreement in the end, and consequently, as Mr. Hartley himself, one of the authors of the bill, was quoted as saying in a recent

**Exhibition Debate contributed by the Ohio State Debate Clinic Dec. 13, 1947.*

news broadcast, "This bill bill does not go far enough. Something else must be done."

Now the last thing that I would like to consider here is exactly what strikes in basic industries do. We have established the fact that there are more strikes in basic industries today and we have also pointed out that the Taft-Hartley Bill is not enough to deal with this.

Are these strikes harmful to our national economy? Let us consider just a couple of examples? We find that there was a strike in a light plant in Pittsburgh. Lights went out all over the city. People in iron lungs had to wait for emergency equipment. We all remember the coal strike which took place just recently. In this coal strike people in Minnesota had to go cold. The steel strike cut capacity from 75% to 6%. It seems that these are a threat to our national economy. Also they are a threat to our prestige abroad.

In summing up, we find that in answering this first question, are strikes a threat to our national economy, we must say that they are and that we need an addition to the present machinery for handling labor disputes that will resolve these disputes after collective bargaining has failed.

First Negative Constructive

C. Paul Blekking, Purdue University

Purdue University is happy to be here at Columbus this morning and to be here at Ohio State University on this fine campus to debate the question of compulsory arbitration. While I am from Dayton, Indiana, I am sure there must be some from Dayton, Ohio, and as fellow Daytonites I might say I am most happy to speak to all of the students of that area assembled here for this high school debate question of compulsory arbitration.

The point of primary importance here this morning in discussing compulsory arbitration is a good understanding of what the question means. The Affirmative this morning in defining the terms of the question, has only chosen to give you, a high school audience, two of the terms in this question which they feel are important. We of the Negative feel that there is another important term in this question, and that is, what is a labor dispute? We feel a labor dispute is something that interferes with the flow of goods to the American people to the extent that it constitutes a threat to the welfare of the American people. We feel that that is important in defining the terms of the question—that you understand what we mean by a labor dispute as a threat to the welfare of the American people. We feel that the Affirmative should have defined this point for you, especially since it is of importance to you as a high school audience to understand the terms of this question. We feel it is doubly important. We agree with the other definitions that the Affirmative has given this morning. We would like to add one point to it in indicating that when an arbitration decision is made, that decision is based not upon law but upon the opinion and free will of the arbitrator, as Francis Keller has stated in his book written for the American Arbitration Association.

The question of basic industries? We also agree with their definition of this term. It may be limited. They may wish to add to it. They are free to add to it.

Now, there are two questions that the Affirmative has chosen to deal with this morning. The first one, are strikes a threat? The second, is compulsory arbitration a remedy? The negative this morning also feels that strikes are a threat. Strikes are costly. We agree with that. But we do not agree with the second point, that compulsory arbitration is the remedy.

Now, why do we say strikes are costly? We must agree with that because we all know that they are. But will it stop them by merely making them illegal? That is the point we wish to examine here this morning. When we speak of strikes being costly, does that mean that there is need of other legislation than what we have today to stop this cost to the American economy? Ladies and gentlemen, we feel that there is no need today for compulsory arbitration. Why do we feel there is no need for compulsory arbitration? Because the existing methods in the Taft-Hartley Law and other Federal legislation which can be passed will answer any need for compulsory arbitration for settling labor disputes.

Now, let us amplify what we mean by the Taft-Hartley Law. This morning the Affirmative has stated two points: that it definitely outlaws strikes of a jurisdictional nature and of a sympathy nature. We are glad they have gone into the Taft-Hartley Law to that extent to amplify that. We would like to call to your mind that it prohibits strikes for a maximum period of 140 days. Why is that important? Because all of the figures which they have brought to you are strikes which have been settled in less than 14 days and have not yet come under the Taft-Hartley Law. For, in exmaining the provision of the Taft-Hartley Law it is important to remember that when this bill was drafted, it was stated that this bill does not become effective until the current contract between labor and management expires or within one year after the passage of the bill. Why is that important? Because the strikes which they have cited as occurring since the Taft-Hartley Law have either been under contracts which were in existence before the Taft-Hartley Law was passed and did not expire. Therefore, the Taft-Hartley Law did not have jurisdiction over those strikes at that time. It did not come under the Taft-Hartley Law. That is why only the strikes that have oringinated when contracts have expired have been settled by this new law that has been passed.

Now let us examine some of the statistics which they gave you this morning. They cited the case of a Union Railroad walkout in which 18,000 workers left their jobs. What was this? This was a dispute that happened that affected the Carnegie Steel Plant. What was the case? They were laboring under a contract; a contract which permitted strikes. Did it come under the Taft-Hartley Law? It did not. So we may dispose of that as not coming under the present methods.

The second one they cited was the New York Express strikes. Another case of a similar nature. They went on to the Maritime strike of stevedore workers.. Again we see where the Taft-Hartley Law had not yet legally come into its application. But in the overwhelming majority of situtions where the Taft-Hartley Law has come into effect, it has settled strikes. It has been effective in answering the need which the Affirmative have presented for some type of legislation.

As Clarence Avery in the Department of Labor said, "If abided by, the Taft-Hartley Law within itself as a single piece of legislation has the power to solve all the labor problems in the United States today." B. O. Bowman backs his statement up. He is one of the outstanding consultants in industrial relations today. He backs up that statement of the successful start which the Taft-Hartley Law has made and will make in the future.

The Affirmative points out that Representative Hartley made the statement that this bill does not go far enough. Does that mean that the thing which he favors is compulsory arbitration? No. What he favors is some kind of an industry-wide law to absolutely prohibit strikes. He didn't say, "We want compulsory arbitration." That is important to remember. We must not misconstrue the facts of the case here.

Now, in spite of what the affirmative has presented as a need for the change in legislation, what is the actual condition of production in America today? In a

recent Associated Press dispatch, production of steel (one of the items we are concerned with) was 61% above its highest pre-war peacetime peak.

Now that is a brief summary of the first contention which we of the Negative have here this morning. That contention is that there is no need for compulsory arbitration. The second contention which we of the Negative have here this morning is that compulsory arbitration is not desirable. The third contention is that compulsory arbitration is not workable.

Under this contention that compulsory arbitration is not desirable, we feel there are four points. First of all, we believe it is not equal justice under law. We feel that compulsory arbitration would destroy rather than promote industrial peace, as Edgar L. Warren, Director of the United States Conciliation Service, has said, we feet it is injurious to labor and capital, as was pointed out by the Governor of Kansas when Kansas had a similar law in a similar situation.

Lastly, we feel it is unwise to centralize so much authority in the hands of the Federal Government, as pointed out by Tyler S. Rogers, who is President of the Producer's Council of America and closely associated with the National Association of Manuufacturers, who represents one of the strongest factions involved in this question of labor-management relations.

Now, I have gone into the first point of need to some extent. We have pointed out where there is no need for compulsory arbitration. We have pointed out that compulsory arbitration is not desirable. That point will be amplified by my colleague, Mr. Sample.. He will also go into the third point of the negative contentions, that contention being compulsory arbitration is not workable. Upon these three contentions we base our statement this morning and we ask you to agree that the plan of the Affirmative should not be adopted.

Second Affirmative Constructive
Charles W. Vernon, Ohio State University

Ladies and gentlemen. Now I would like to sum just for a moment the Affirmative case as Mr. Jaynes brought it forth to you, to try to show just exactly if and where it has been met by the Negative speaker, Mr. Blekking.

We of the Affirmative pointed out first that we believe that there is a likelihood of strikes in the future. We don't attempt to show that there are going to be so many strikes in the future, but we believe that from the evidence we have presented to you this morning that you will, as any thinking people do, realize that there is a likelihood of strikes in the future. We believe that in view of this fact, in view of the results of strikes in basic industries, that you will agree with us when we say that since there is a likelihood and since these results do occur—since, as the gentlemen of the Negative do agree, labor disputes are a threat to the welfare of the American people—then there is a need for a change in our present system of handling labor disputes.

What has been the Negative's answer to this statement? They have said, "Well, now, the Taft-Hartley Law is going to take care of things. We believe that the Taft-Hartley Bill is the solution of all of these problems."

They say that the Affirmative's quotation from Representative Hartley doesn't count because he is in favor of something else, but it is an admission by one of the authors of that very bill that the bill itself isn't very satisfactory. We don't care what he wants. That isn't important, but all we are considering with regard to his quotation is whether or not this bill which the gentlemen of the Negative have said is going to solve our problems—whether or not that bill is going far enough. Representative Hartley says it isn't.

Just exactly what contentions did the Negative make to prove this fact that this bill is going to solve disputes, is going to prove to be that which we have needed in the past? They say, "Well, of course it does outlaw these sympathetic and jurisdictional strikes." However, apparently the main reason that this bill is going to work, the main reason that this bill is going to work in the future, is because of this maximum 140-day delay which it imposes. The gentlemen of the Negative haven't exactly explained how this delay, by what magical powers or whatever it may have, just how it is going to solve these strikes. How is this delay going to assure us that labor and management are going to reach an agreement when they haven't been able to before? After all, we must realize that this 140 days which is a maximum isn't 140 days during which there is collective bargaining taking place. Part of it is simply a cooling-off period. Another part is an other cooling-off period while an investigation is taking place. We must understand that these two groups aren't always together during this period. If the gentlemen of the negative can show us how this 140 day period will solve these strikes and will bring these two groups together, then they may have some basis for saying that the need isn't quite so great as we of the Affirmative have made it out to be. We feel that there is a definite need in the field of labor-management relations.

Now they brought up this point saying that no great strike has ever lasted more than 140 days. Apparently their conclusion from that is that, since these strikes were settled within 140 days of course, they would be settled during this 140 day delay. During a strike there is a tremendous pressure on both groups. The pressure of public opinion, which is very great in basic industries, and perhaps even more important, the economic pressure. However, during this delay which the gentlemen of the Negative have pointed out is going to be so wonderful, there is neither the pressure of public opinion and there is no economic pressure because no one is losing any money. The *status quo* is in force temporarily. You can see that actually while it sounds very good, that this delay is no proof at all that these strikes are going to be settled.

Apparently the gentlemen of the Negative have agreed that in view of the record of the past there is a likelihood of strikes in the future and they agree with the quotation that they have given us with regard to steel production that the effects have been bad. They agree, apparently, with their silence, that strikes would cost us a loss of prestige abroad. We believe that in these days when America is looked to for leadership throughout the world, that the aspect of an America represented by two large groups in her economy would prove discouraging to those nations which are tending toward democracy. We feel that that is a very important issue and should be one of the main issues in this debate.

Mr. Jaynes has pointed out that there is a need for some kind of a change. We are advocating compulsory arbitration of labor disputes. Really, from the definition of terms, there is not too much need to go into a definite plan because the terms are so specific. However, what we are proposing here this morning is a method used in the ACHHH Bill. It is a method whose only possible claim to fame is in, first, the method in which the arbitrators are chosen. Under this plan if labor and management can't agree in a basic industry, then labor chooses one arbitrator, management chooses another and these two choose another. These are to be chosen from a panel.

However, we propose one more slight amendment and that is, that this particular type of arbitration be the "closed end" type. In other words, the tye of arbitration which considers only those elements in a contract which are not agreed upon by labor and management. We might say

that if, for example, labor and management can agree on working conditions, hours and retirement plan, then it is wages and wages only that go to this Board of Arbitration to be considered.

Just exactly how would this work? How would it go about preventing strikes? Let us go back as an example to the Pittsburgh power strike in the Duquesne Power and Light Company. What would have happened in that case? I think it is evident that after a strike vote had been taken by the workers; after it appeared inevitable that there would be no agreement between labor and management; when it was obvious that there was going to be a strike: then at that time an injunction can be issued to maintain the *status quo*. At that time then the union chooses an arbitrator, management chooses an arbitrator from this Federal panel created by this law, and those two arbitrators choose a third. Cases are presented and the arbitrators make a decision which is binding upon both groups. If they refuse to abide by the decision they can be fined for contempt of court. Other mtehods also could be taken—taking away their rights under the National Labor Relations Board. It is a plan which is very simple. It is a plan which we believe is not confusing because of any complexities in it and it is a plan which we believe can succeed, can fulfill this one purpose of resolving industrial disputes when everything else has failed and when there appears to be a strike which is going to be injurious to the American people.

Now, to summarize briefly, we of the Affirmative have proved that there is a need. We have pointed out the results of strikes in the past and what these results are likely to be in the future. As far as this is concerned, the gentlemen of the negative have mainly agreed with us.

We have pointed out that there is a likelihood of strikes in the future. We are not going to try to indicate how many. We have pointed out that the Taft-Hartley Bill is not a satisfactory answer to this problem. We have pointed out the ACHHH Bill, which we believe is a workable bill, can solve these problems and if it had been in effect earlier would have resolved these disputes and eliminated the dangers of strikes which we have had in the past.

It is on these two points that we believe that the proposition here today should be adopted.

Second Negative Constructive
Norris L. Sample, Purdue University

Ladies and gentlemen. I might add to what my colleague has said in that I am happy to be here this morning. At almost precisely this moment one of my instructors is giving a Thermodynamics examination and I assure you I would much prefer to be here this morning than in that examination room. I hope I know more about compulsory arbitration than I do about Thermodynamics.

The Affirmative has presented in this debate two major contentions. These are (1) that there is a need at the present time to do away with strikes and (2) that strikes can be eliminated if we adopt a plan of compulsory arbitration.

You heard my colleague say that the Negative has three major contentions. The first one being that there is no need for compulsory arbitration at the present time. Second, that compulsory arbitration is not desirable. Third that it is not workable.

Now, before we start the debate as such, there is a little point that I think we should make. The Taft-Hartley Labor Bill has been in effect since June or July of this year. That means that it has had a chance to work for six or seven months and in some cases it cannot be applied yet because of existing contracts. If we were to believe the gentlemen of the Affirmative that since there is a likelihood of something happening, we should do something to prevent it, we might also go this far. They are saying that because I might be working sometime in a chemical laboratory and a piece of glass would cut my hand and an infection would set in in my hand, that to prevent that infection setting in my hand I should cut my hand off. There is something else I can do. I can wear a pair of rubber gloves. I haven't tried that yet. The Taft-Hartley Bill hasn't been tried yet. Certainly six months isn't a fair period.

Senator Hartley says this is not what this country needs. He leaves you with this conclusion in your mind.. Okay, Senator Hartley says we need compulsory arbitration. They quote to you from a radio broadcast. He never mentioned compulsory arbitration in that radio broadcast. There isn't anyone who wouldn't say that something should be done. There is something that, through government meddling, democrats or republicans, that nobody, not even Taft understands.

The body of the Taft-Hartley Labor Law as these other labor authorities, who know a lot more about the subject than we do, say the Taft-Hartley Labor Bill has in its body something which is necessary to correct the strikes in this country. Let's not try to throw out the Taft-Hartley Labor Bill without giving it a fair chance. Let's not cut off that hand.

Now, my colleague has tried to point out to you that these strikes which the Affirmative has presented as being so detrimental to our country, in the majority of the cases occurred before enactment of the Taft-Hartley Bill. They tell about transportation and they compare 1917 and 1946. They talk about those years. Why not talk about figures in 1947? So they say, "All right, gentlemen, we are going to talk about figures in 1947." They talk about the Union Railroad, New York Express strike, Los Angeles Waterways strike. They quote the figures. They don't bring up to you what the issues were in that case. Did the Taft-Hartley Bill apply? If it did apply, why? If it didn't why? You will remember my colleague telling you that this Taft-Hartley Labor Bill does not apply where a contract is in effect. He pointed out the Illinois-Carnegie steel strike or the slow-down which was necessitated by a railroad strike and in that railroad strike the bill did not apply because the contract time had not run out.

The Affirmative should come before you and talk about these laws that they have said have been so detrimental. They should point out why the Taft-Hartley Labor Bill did or did not apply.

They say that the maximum delay under the present time is 140 days. They say that it is our burden of proof to show you that all possible strikes in basic industries can be resolved in 140 days when especially the men and employers are not forced to get together; are not forced to sit down and talk it over. Is that the case? We find that actually that isn't the case. As soon as a strike or strike vote is called and it is decided by workers that they want to strike, they have to inform the government and there is a period of 60 days which is a cooling-off period. During this period of 60 days, negotiations must go on between labor and management.

Second, if it is a strike in basic industry and if the employer is willing to guarantee the contract for another period of 80 days, then for that period of 80 days the strike can be postponed and the law under the Taft-Hartley Law is put into effect and these men must sit down and try to settle it. There has been no case in the past where a strike in basic industries has lasted 140 days. The Affirmative should bring up examples where a strike in a basic industry has lasted 140 days.

Now, he says that one of the major contentions of the Negative is this: Compulsory arbitration is not desirable, we say for four major reasons. It is not equal justice under law. By that we mean this.

The difference between this government and some totalitarian government is simply while both of them are ruled and directed by the will of the majority, in this country and in any democracy the rights of the minority are taken into consideration. That is the difference between the plan they are proposing and the plan that we have in operation today. Under this plan in operation today, the rights of the minority are taken into consideration. Any policy of compulsory arbitration where a man is told that he has to work —any one of those plans is nothing more or less than a plan of slavery, of forced work. We don't believe that is desirable for this country. We believe it will destroy industrial peace. As John Cummins and John Andrews, writing in their textbook, "Principles of Labor Legislation," point out to the employees, "There can be no collective bargaining without the right to strike, for the right to strike is nothing but the collective refusal of the terms of the employer."

The Affirmative plan restricts or prevents collective bargaining, itself. They say that when collective bargaining fails, they want to put this ACHHH plan into effect. We believe that putting this plan into effect would prevent this collective bargaining from taking place, as these gentlemen, these labor authorities, also believe. We believe that because of this, compulsory arbitration is undesirable.

We believe it is unwise to centralize so much authority because here is the government putting out one more thing. In the fourth point, compulsory arbitration is injurious to the rights of both capital and labor. Now, we know that compulsory arbitration has been tried in countries before. We don't know very much about this ACHHH plan. You will have to remember that I am not a Political Science major; I am only a chemical engineer. I have never heard of this plan before. For your clarification, I think they should bring up something about the ACHHH plan. I think they should talk to you a little bit about the plan. What will it do for you? For this country? Some form has been tried in New Zealand, Canada, Australia and Kansas. Authorities will tell you that strikes have not been entirely prevented in these countries, so here is the point. Can the Affirmative by this plan of compulsory arbitration completely prevent strikes, or can they only outlaw strikes? Now there is a big difference. The government in 1920 tried to outlaw drinking. They tried to prevent drinking. The only thing they succeeded in doing, as most of you people read in your history books, is outlaw drinking and not prevent drinking.

We, the Negative, believe that (1) there is no need for compulsory arbitration; (2) it is not desirable: and (3) compulsory arbitration is not a workable solution. We ask you to reject this plan of compulsory arbitration for these reasons.

First Negative Rebuttal
Paul Blekking, Purdue University

Mr. Chairman, ladies and gentlemen: Let us examine the plan which the Affirmative have presented here this morning. First, they have given you an idea that labor will select one representative and management will select one representative and then, allegedly, these two representatives are going to get together and select a third impartial authority. Now, ladies and gentlemen, in your own minds does that plan seem even practical? What will happen? Is labor going to select a man on management's side? Is management going to select a man on labor's side? No. What will happen then? The same thing—direct opposition between labor and management. That is why and where the plan specifically proposed by the Affirmative this morning breaks down—in the selection of these two men who will not even be able to select a third party because of the direct desire for a balance of power between labor and management.

The second point that the Affirmative has chosen to bring out in its specific plan this morning is that it will decide on things that are not quite covered by the contract. It is a closed-end type. They were rather vague about what their plan would do, but that is the main point as we got out of what the function of this plan would be if they should by any chance be successful in what we see as an insurmountable task of even setting up the Board. Now what is the case if they try to actually arbitrate anything? Let's take a specific example where this same plan was tried in Kansas back in 1920 in Governor Allen's compulsory arbitration court in Kansas. What happened? The Kansas Coal Company brought a dispute before this compulsory arbitration board. The dispute was over wages and prices. The arbitration court tried to hand down a decision setting wages and prices, which is what the Affirmative is talking about this morning. What happened? First of all, the decision could not be enforced because labor and management would not agree to it, and, secondly, the decision that was rendered was later declared unconstitutional by the Supreme Court of the United States. Why? Chief Justice Hughes made the comment when he was talking about this plan, in reference to the American way of life, speaking of the clause of involuntary servitude: "The main intention was to make labor free by prohibiting that control by which one man's service is coerced for another man's benefit."

It means that if the Affirmative should even try to do what their plan is setting out to do—in the first place they could not succeed and in the second place, there is no possibility that, unless you completely destroy the American way of life, as Chief Justice Hughes has brought out, that the plan would even be workable.

Another point that is brought out is how will this Board actually decide on anything that is brought before them? Let's refer to an authority in management, James D. Francis of Huntington, West Virginia, who is talking about an example quite analagous to the plan brought out by the Affirmative. He said that if a government had this it would destroy collective bargaining. It would destroy all of this 90% of effectiveness and would substitute arbitrary wage fixing by a third party acting without any controlling standards. That is what will happen under the specific plan as proposed by the Affirmative here this morning.

We have given you concrete illustrations of what will happen. They have provided us with nothing of what this plan will do. We know nothing about this ACHHH which they are proposing. We would like the Affirmative to answer how compulsory arbitration can prevent strikes by merely making them illegal. If labor and management don't like the decision, what will they do? Labor will slow down or management will try to find something to do more than their honest share of work. There is no method by which this decision can actually be made to prevent slowing down production. We would like to know how the Affirmative plan will do anything about a slow-down strike.

The Affirmative this morning has chosen to make an issue of the question of prestige abroad. Now, first of all we believe it is hard to prove that prestige is directly affected in a most important manner by labor disputes. One of the things that enter into it—but there are a lot of things that enter into it—with Russia we lost prestige because we are a democracy. There are many reasons why we lose prestige. Furthermore, we would like to know if their proposal will catually raise our prestige by bringing authority over labor which is compulsory?

We believe the Negative have presented three points here this morning: that there is no need for compulsory arbitration because the Taft-Hartley Law, or other federal legislation which can be added to it, will be adequate to solve the need; we feel that it is not desirable; we feel that it is not workable. Upon these contentions, we rest our case.

First Affirmative Rebuttal
William Jaynes, Ohio State University

Friends: It seems to me, first of all, that the Negative has somewhat characterized the Affirmative as very evil and wanting to inflict some capitalistic evil on the American working man. I was a laboring man last summer. I worked in a small factory here in the city. I don't want to enslave myself. I have no intention of doing anything like that to the American people. That is just for the record in case there are any of those people that want to report us to some government board!

Now looking back to just exactly what the negative team has said, we find they have pointed out one thing. They have been rather inconsistent. First, they told us that this bill has not been able to be tested yet and then they say the bill was put in force in July of this year and since then it has worked satisfactorily. We find that the bill, in Section 104, points out "the amendments made by this title shall take effect 60 days after the amendment to this act." Sixty days after that date would be August 22 or August 23, and if we check back to August 22 or 23, we find that the period of time, the 140 days provided by this bill in case of any strike, has not yet elapsed. This bill has not yet been tried. Any debate on this bill will have to be on theory and not on an example of cases.

Let us ask the negative this question. In this Western Union strike we find that one of the gentlemen points out this. This was William L. Allen, president of the Commercial Telegraphers' Union, AF of L. He says, "We are ready to go into any kind of arbitration on the union's demand for a general 15c hourly wage increase, but all proposals have been turned down by company spokesmen and we find that that strike ballot among the members was reported running heavily on the 'yes' side in favor of a strike." What can the Taft-Hartley Bill do about this? It was this example that brought forth Rep. Hartley's statement. The Taft-Hartley Bill can do absolutely nothing. It can postpone the strike, true, but if management is not willing to accept any sort of arbitration; if there is a strike vote, we are going to have a telegraph strike before Christmas, and there is nothing on the face of the earth that the Taft-Hartley Bill can do to prevent it. In this specific case the Taft-Hartley Bill is a failure.

Thus we go to this point of desirability. "The right to strike is absolute." I'd like to ask them this question. Do you feel that firemen, policemen have the right to go on strike? Is the right to strike that absolute that our services can quit in that manner?

Also, going on, we find that the right of the minority must be considered. I'd like to coin a phrase here. I think you will find that under collective bargaining at the present time cases are decided according to which has the stronger or weaker bargaining power. Under compulsory arbitration we find that this would be changed from the weaker or stronger to the righter and the wronger. Of course, that is slightly abusing the English language. Instead of being decided by who could hold out the longest, it would be decided by who had the best case to present.

They say it would stop collective bargaining. This means nothing unless they show that it is going to be harmful in itself. They present several other points with very little evidence. They say that so-and-so has said this and so-and-so has said that, with no logical reasoning. If he said it, it must be true. It doesn't seem to us that that is debating in the correst form.

Then they give us the example of prohibition. One of the strongest weapons labor ever had, the sit-down strike, was also outlawed. We have had no sit-down strikes since then.

They gave us the plan of Kansas. They had a court of arbitration in Kansas, an entirely different plan. Not only that, but how can they make an example of one state and then compare it to an example where all the states in the union would have the same plan?

Lastly, they have pointed out that the two men could not possibly select a third man. That is just the same as saying that because we are the affirmative and they the negative and because we are here debating today that we cannot possibly select a judge for this debate!

Second Negative Rebuttal
Norris Sample, Purdue University

Friends: It seems to the negative that there are several very fundamental issues in this debate. Clashes have come at very definite points, but before we talk of these issues where the clashes have come, let us talk about something that the affirmative has failed to do this morning. They have failed to answer our question on what are the provisions of the ACHHH plan, and isn't it a little bit late to bring up the provisions of a specific plan? You realize that we will have no chance whatever to talk about them. We ask, has the Taft-Hartley Law been given a proper chance? They have yet to answer that. They have said that in section so-and-so it is provided that the acts of the Taft-Hartley Law will go into effect 60 days after the enactment of the Taft-Hartley Labor Bill. They fail to recognize one thing, and that is that contracts which are in effect will not be affected until one year after a contract expires and if in that contract which has yet to expire there is the provision that strikes can take place —if the employer and the employee when drawing up that contract agreed that it would be all right for strikes to take place in that instance, then a strike can take place no matter what the Taft-Hartley Labor Bill has said. Do you think that is giving the Taft-Hartley Bill a fair chance?

My partner brought up the prestige in Europe. Nothing was heard about that. We brought up the example that certainly Canada, New Zealand, Australia and Kansas are not identical, but that is the place where it has been tried. That is what everybody calls those plans of labor-management settlement in Canada, Australia, New Zealand. .They say that is compulsory arbitration. Yet it has failed to prevent strikes.

They offer a plan that they don't comment on. They say it is workable and can succeed. If this plan is workable, let them bring examples to the floor. Let them say, "All right, here is a case where this plan has been put into effect." It has a name. Someone must have heard about it before. The issue was this and as a result of those issues, the plan worked in this specific way to settle this thing. Let them bring a workable example, several workable examples, to the floor. That is the thing they have got to do. They say there is a need for compulsory arbitration. They have offered you a plan and they say it is workable and it can succeed. Let them show you where it will work.

They say how will the Western Union strike be prevented under the terms of the Taft-Hartley Bill? We have no idea what the provisions of the present contract between the employees and the managers contains. That contract can say, "All right, you have the right to strike for another two years." If that contract is still in effect, that is the situation. The

Taft-Hartley Law is not applicable in that case. There is no need for compulsory arbitration because of the existing legislation, because of the Taft-Hartley Law, or because that Law has yet to be given a fair chance.

We have pointed out that the compulsory arbitration is undesirable. We have pointed out that the right to strike is something that in all cases should not be upheld. In other words, a doctor—and that is a poor example because a doctor takes a medical oath of office and a policeman and a fireman take an oath that if they are called upon by the city they will serve. The right to tell you and you and you, the average common ordinary laborer in this audience, is nothing more or less than enforcing a policy of slavery on you people. We believe that the majority should rule. The majority shall rule and the minority have no voice as in a totalitarian country?

We have pointed out that authorities in the labor field feel that compulsory arbitration would disrupt the processes of collective bargaining and that settles 90% of all disputes. We also feel that compulsory arbitration is unworkable. We don't believe the situation, the example between a sit-down strike and the right to strike is quite analagous. The sit-down strike involves destruction of property. I know you don't agree with that. Certainly you do agree that a number of people in this country believe the right to strike is their private heritage. We believe they should come before you and show you how they do something more than just make strikes illegal. How can they prevent a strike? They can do something more than make them illegal.

There is no need for compulsory arbitration; it is not a desirable thing and it has not worked in the past where it has been tried. It is not workable. Therefore, this plan of compulsory arbitration should be rejected by you this morning.

Second Affirmative Rebuttal

Charles Vernon, Ohio State University

Mr. Chairman, ladies and gentlemen: It has always been a part of our American heritage to extend individual rights as far as we believe it is possible. We have always believed that we should be just as free as we can. However, it has also been part of our heritage to realize the fact that when our freedom interferes with the well-being and safety of others, then that freedom must be abridged. When this freedom becomes injurious to the rest of the population, to our neighbors, then something must be done about it and we must be restricted. That is one of the fundamental tenets and we believe one of the tenets of our constitutional system. It is upon this tenet that we base our theory that compulsory arbitration is justified; that it is justice. We do not believe that a small group of several hundred men working in a power plant, in for example, Pittsburgh, should be allowed to jeopardize the health and safety of the whole population of Pittsburgh. We don't believe that a relatively small amount of coal miners should be allowed to jeopardize the jobs of millions of other miners and men in other industries which depend on coal. We don't beileve they should be able to cut off fuel to individual, private homes. We don't believe that any group should have by itself the power to do such injuries as unions have been able to do in the past. It is upon this bisis, upon the principle of the protection of you and of me from actions like this that we base our statements here today that such compulsory arbitration is justified.

Now, the gentlemen of the negative say that, "of course we should do what is best for the majority, but the minority should be considered." Under this plan the minority is considered, of course. They have absolutely equal rights with management on this board. While strikes are eliminated necessarily there is still the decision of the board, before which board labor and management are considered as equal. It is not a question of saying no strike. Sorry, chum, you don't get your wage increase. On the other hand, the case does go before a court where both sides have equal representation and where both sides are considered equal in the eyes of the arbitrators.

Now we of the affirmative have brought out several examples of strikes which have proved injurious to the American people and we have shown you that there is a likelihood of strikes in the future. We don't care how many. We believe that because of these bad effects, we have shown, because of this likelihood in the future, there is a need for some sort of a change.

The negative have said, however, that the Taft-Hartley Law takes care of this. Their one basis for saying this is this 144-day delay that is imposed upon both groups. Our basis for believing that it wouldn't solve the problem is the statement of one of the co-authors of the bill. The fact that he says that the bill doesn't go far enough. We believe that that in itself is a very strong proof and, of course, the proof that it only stops a very small percentage of the strikes directly.

Now we have given you a plan. I see you haven't brought your lunches with you, so I am not going to read the whole ACHHH Bill to you. The negative has some fine ideas about what we should do here today, but I don't think that you could take the time to listen to it all. We haven't omitted anything. We haven't short-changed the gentlemen of the negative and I don't think there is anything really important in the ACHHH Bill that we have left out. We have gone through it generally and brought out the unique features and we believe you will agree with with us that that is satisfactory.

We have shown you how this plan could work. The negative contend that just because we say a thing is illegal, doesn't mean the laws are going to be enforced. We might point out that through the history of our country we have had a number of labor laws and there has never been a degree of inability to enforce these laws. Our history has been one of following these laws. There is one example of prohibition. However, that is one isolated example. These examples, the only really concrete examples that this plan won't work, are the examples of Australia, New Zealand and Canada. According to Edwin E. White, who is Urofessor of Economics at the University of Wisconsin, "Compulsory arbitration down under has always been associated with 100% unionism and a labor party government." Now these facts of and by themselves show that we have completely different circumstances in these examples. The gentlemen of the negative were certainly wise in not trying to prove that the situations were similar.

We believe that in view of the fact that a definite need has been established for a change, in view of the fact that we have presented to you briefly a workable plan, a plan which has every likelihood of succeeding, and we believe that since this plan is in itself morally justified, that such a plan should be adopted.

JUDGE'S DECISION

PROF. W. ROY DIEM: . . . On the whole it seems to me that the affirmative did the more effective debating and I consequently give my decision to the affirmative side.

CRITICISM OF THE FOREGOING DEBATE

BY DR. P. E. LULL, *Purdue University*

Ladies and gentlemen: I look over the program you have laid out for today, and

I find myself in a somewhat peculiar position. You have just listened to a debate by some students who have been working on this question for some months. One minor correction here—I did not work with this team. The coach of the team was Mr. Ralph Lawson who is today with another Purdue team at the University of Wisconsin.

You have heard these students who have been studying the question, discussing it, bringing out arguments on the question, and you have the decision given by Professor Diem on the debating done. This part of the program will be followed by an economics authority who will discuss the question on the basis of his knowledge and experience. Somewhere between these two, I come, to tell you something about the analysis of the question. From that you would conclude that the analysis is somewhere between the debating and the authoritative phases of the question, or perhaps it relates the two, for I am sure that your economics speaker will give you his best judgment of the rightness or wrongness of compulsory arbitration as a means of achieving industrial peace. Then when I think about what I should do here or what others have done when they have set out to present an analysis of the question, sometimes it involves outlining an affirmative and negative case. I don't propose to tell you what I think the affirmative case ought to be or what I think the negative case ought to be or what I think the facts are on the subjects of compulsory arbitration. If you want to read that kind of an analysis you will find it in the National University Association Debater's Handbook. It contains an article written by Dr. Earl Johnson of the University of Alabama in which I think he includes all of the potential affirmative and negative arguments. In addition to that he takes up the usual steps in the analysis of the question: the origin and history of the question, the definition of terms, the statement of the issues, etc.

I do want to discuss with you some things about this question in the analysis of this question that I think are of considerable importance for you people that are going to be debating this season. Resolved: That the federal government should require arbitration of labor disputes in all basic American industries.

It seems to me that the most important single question, and without judging the debate this morning and rather basing my statement now upon my observation of not only this debate but other debates on this question, the most important single point it seems to me is what does this question mean? What do the terms of this proposition mean? I have not yet heard a debate in which I thought the affirmative and negative teams agreed on what the proposition means, for there has not been a specific or a clear definition of the area of disagreement.

Some of you who have read your rhetorical history know that Socrates, to him was attributed the statement, "If you would debate with me you must first define your terms." I don't think there is any more important thing in debating than to be sure that we know what we are going to disagree about.

Some years ago we debated the question of compulsory liability insurance. We were scheduled to meet two other schools. We had correspondence. At the end of six weeks we agreed on the definition of the term "compulsory liability insurance." Maybe you think you know what that means. I thought I did. I found out I didn't know anything about it. After we had spent all that time coming to an agreement, we were to meet another school and I hurriedly got together with this other coach. He said to me, "As an old college debater you ought to know that the affirmative team has a hard enough time anyway. We'll tell you what our definition of terms is after we get on the platform."

Do you think that in this debate this morning you heard a discussion of required arbitration in basic industries? I don't think so. I am sticking my neck out and I can do it because I am not involved directly with either team.

Last year Dr. Michael Davis from New York City stopped in at a conference at Purdue. They were discussing state medicine. They were discussing a motion that state medicine should be approved and he shook his head and he said, "How can they do that? How can they vote on that? It is purely an academic question." And he went on to amplify that and say, "When a measure is brought up before a debating body with power to act, you have a specific proposal to discuss. You have the Wagner-Murray-Dingle Bill, for example, or you have the Taft-Hartley Act or you have something else. It must be something specific to discuss." How can you discuss the general proposition that arbitration is good or bad even if you know what arbitration is?

If we are going to take debating out of the field of the academic and bring it around to something which will be practical to you people who go later into your city councils and your school board meetings and your parent-teacher groups and your labor committee meetings, then we must deal with something that is specific. Then what does this debate do? We start out on a general basis—the federal government should require arbitration. I heard a debater say that everybody knows what that means. Let's go on to the other terms. I question whether or not everyone knows what it means for the federal government to require arbitration. I heard no mention of the terms "mediation" and "conciliation." It seems to me that a debater on this proposition should first of all familiarize himself with those terms. How does mediation differ from conciliation and arbitration?

In Washington in the Department of Labor there is what is known as the Mediation and Conciliation Service. The head of that service is Mr. Cyrus Chan; one of the men in that department is Major Charles Estes, who is one of the conciliators for that particular service. He was at our conference last week and I had some opportunity to talk to him about it. We also heard him make a speech, but apparently if he reflects the attitude of that particular branch of the Department of Labor or in that department, they make a great deal of the distinction between mediation, conciliation and arbitration. This doesn't enter into this debate at all, except that Major Bates said he has always done everything in his power to avoid arbitration. I was surprised to hear him say that. It emphasized in my mind the great necessity of distinguishing between these terms.

When we talk about mediation, conciliation and arbitration, what is the relationship of these particular types of activities to collective bargaining? It was only hazily referred to this morning. What is the relationship of arbitration to the Wagner Labor Act and the NLRB which we now have? I didn't gather from any of the speakers that they understood what the relationship of this arbitration activity would be to the machinery which ws now have. I think that it is essential for you debaters to get at these terms.

Now we define arbitration and there are various and sundry forms of it. The major forms are voluntary and compulsory. We had a group of women and a group of men at Purdue who were working on this question and after they had been working for about three weeks, those who were in charge of the two

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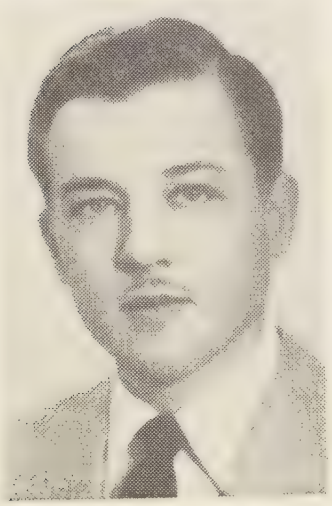
Department of College Oratory

A Nebraska Winner and Interstate Orator Draws an Oration from Radio



BOB PARKINS
Kearney State Teachers

WEEP NO MORE, MY LADY

By Bob Parkins
N. S. T. C., Kearney, Nebraska

I AM A RADIO ANNOUNCER. Each day I face a microphone knowing that the words I speak will, in some way affect the lives and thoughts of those who listen.

I like to recall the occasions during the past year in which I participated actively recounting for my listeners the momentous news of the day. Especially I remember the lump that formed in my throat last April 12 when handling the story of the death of a great American, Franklin D. Roosevelt. As I speak to you now, I feel again the rising hope and exultation I felt at the news of V-E day. I still like to think that I aired a special bulletin only 10 minutes after a bomber crashed into New York's Empire State Building last July and, above all, the thrilling climax of our long years of war which came on V-J day.

It is with pride that I think of the important part that radio played in bringing these and other stories to a news-hungry people during the war. It is with no less pride that I consider the many ways in which radio has enriched the daily lives of millions. To some, radio has meant an opportunity to hear the world's greatest music and drama performed by eminent artists. To others, it has been a contributing factor in education. To men serving their country overseas, it brought a welcome and much-needed touch of home. To all, radio has opened new worlds of beauty and adventure and romance. As I reflect on the accomplishments of radio and my own insignificant, but to me highly satisfying part in broadcasting, I am very proud.

Unfortunately, however, as in the case of all instrumentalities operated by human beings, the good which radio has brought has not been unmixed with bad. I refer to the type of program given the dignified title of serial drama—or more commonly and fittingly termed "Soap Opera"!

In short, as Norman Corwin, radio's wonder-boy-writer-producer, states in *Time Magazine*, as well as in his recent book, "While You Were Gone": "Radio is full of dreadful mediocrity—the average sponsor and agency borrow, imitate, plagiarize, perpetuate formulas and become fast slaves to ratings. Originality and experimentation are firmly rejected." "I believe," charged Corwin, "radio has a higher destiny than merely to sell soap or soup."

In a recent survey conducted in one of our midwestern cities, 1,023 women were selected at random and asked if they listened to "Soap Operas." Of these 1,023 women, 939 answered that they did listen . . . yet, when asked if they liked these programs, 948 answered that "Soap Operas" were not interesting and that they would enjoy another type of program much more.

From this survey it is shown that 92% do not enjoy "Soap Operas." Apply these figures to all the women in the United States and the magnitude of the "Soap Opera" situation becomes readily apparent.

Here is a typical example, not entirely unfamiliar in American today. Visualize a small house in a quiet, respectable neighborhood. It is a neat, attractive, little house, bright curtains at the windows, the yard around it is well kept—exactly the type of home of which most of us dream. Inside is a roomy, cheerful kitchen filled with modern appliances to aid the home-maker. The living room and dining room are comfortaly and tastefully furnished. Among the rooms upstairs is a nursery, obviously used, indicating that children have come to bless this home. But, to return to the living room, there we find one note of discord. In this aura of comfort and happiness sits a woman, quite silent except for an occasional sob. She sits despondently, face in hands, shoulders shaking convulsively, bitter tears trickling through the fingers that cover her face. Obviously, some great tragedy must have struck quite recently to mar her happiness. Perhaps her husband has lost his job . . . possible her young son has failed in school . . . or it may be word has come that some loved one has passed away. But no! This woman has been listening to another "thrilling," "true to life" episode of "Woman in White"! "Valiant Lady" made her feel vaguely uneasy: "Road of Life" further stirred her emotions; at "Young Doctor Malone" she began to sniffle; "Guiding Light" was accompanied by a few furtive dabs at suspiciously moist eyes; during "Today's Children" she wept openly, and now—now that "Woman in White" has concluded, her misery is complete and the torrent has been loosed!

I would like to cite a few specific examples of the sham and un-reality of "Soap Operas." Consider first the drama entitled "Life Can Be Beautiful." Most of us believe that life *can* be beautiful, but after listening to the radio serial of that name, we begin to doubt it. We wonder how life can be beautiful when John has run away with his best friend's wife—when Mary is left to support the twins, one of whom has contracted the mumps—when the bank is about to foreclose the mortgage—and Mary's maternal Aunt Minnie is lying ill in another city. If that is a beautiful life . . . then, "O Death, where is thy sting?" You may think that I exaggerate, but that is not an extreme case. We have a similar situation in "The Right to Happiness.." A few months ago, I was forced to listen each day, five days a week for a period of about four months to this particular serial. During that time, there was no happiness outside of that which might be found in the paradoxical attitude of being happy in being miserable!

That brings us to what is probably the most popular of all "Soap Operas"—"Ma Perkins." If we choose to believe the program announcer, we find in Ma Perkins

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the lovable, kindly old lady who solves the problems and soothes away the cares of Rushville Corners. When we listen to Ma herself, we find that she is the most incorrigible busy-body who ever lived! This little lady is never happy unless she is wheedling and coaxing the innermost secrets from her fellow townspeople. Having obtained the confidence of her friends, she confides them, in turn, to a select group of—shall we say several million people?—and proceeds to manipulate them in her own way until her saccharine-sweet, freely given advice seems the only way to solve the difficulty. The people of Rushville Corners, moreover, simply cannot keep out of trouble and, once in trouble, cannot resist telling all to Ma Perkins who just tells all!

The final example is that of "Betty and Bob." True this program is no longer heard, for the sponsor was forced to take the program off the air. The sponsor's own admission in *Broadcasting Magazine* was that the trials of Betty and Bob, through marriage, parenthood, divorce and remarriage held the nation's women spellbound for eight years until the writers had wrung the last drop of emotion possible and abandoned the couple in sheer exhaustion.

Well, as I said in the beginning, I am a radio announcer. It is much easier for most of us to criticize programs rather than to offer constructive comment. Nevertheless, out of this heterogenous, collegiate search, through magazines, public libraries, personal interviews, radio programs, and my own observations, have come some convictions which I offer to you by way of solution and summary.

First, you say, why not turn off the radio? Because we as a people possess the happy attribute of forever looking for the silver lining in the darkest cloud, we return to the story day after tormenting day in the faint hope that surely each new episode will bring the desired happy ending. And how wise are they who play on that optimistic side of our natures. For each day the serial story ends on a suspense note that leaves us wondering what will happen next. Will John have a flat tire and return to Mary? Will the other twin get the mumps? Who is that sinister figure that seems lurking just down the street? "Don't miss the next exciting chapter." And gullible as we are, we tune in for the next chapter—and the next, and the next. The result—the sponsor continues to sell soap and soup.

Secondly, whether a program has any intrinsic merit of its own is no longer the prime question. Ratings are the all-important things to the sponsors. One of radio's newest and finest programs, "Request Performance." was sacked last week by Campbell's Soup, effective April 21, because the show's Hooper and Crossley ratings were not high enough.

The New York Times radio editor, Jack Gould, wrote: 'Ratings are perhaps the biggest cross that radio has to bear and now would be a fine time to heave them out."

Veteran Critic Gould knew he was attacking one of radio's most firmly entrenched practices. Sponsors and agencies, broadcasters and performers are much more concerned with the size of the audience than with the quality of the show. Said Gould, "The rating . . . has been exaggerated to such an extreme that broadcasting has come to operate on a meretricious set of values. Whether a program has any intrinsic merit of its own is no longer the question."

Finally, we must tell the radio sponsors that we are ready to listen to more worthwhile programs. Let them know that we listeners resent having programs forced on us designed for the average mentality of 12 years. Send us more men like Norman Corwin, who realizes that radio has grown up, who has produced, much of radio's best, who believes as I that "Radio has a great destiny."

It's an indisputable fact that soap operas constitute one of radio's most serious faults. The major networks carry little else, from early morning until late afternoon. As I have shown earlier an overwhelming majority of women listen to soap operas for lack of better programs. These facts might not be serious in themselves were it not for the additional fact that soap operas are not true to life, as represented, but are public displays of false and stereotyped emotion.

On April 12, less than a year ago, a great President died. For three days after his death radio played only the finest music in tribute to this wartime President. Radio does have a conscience, a soul, a destiny. It faced the facts, perhaps for the first time.

As radio becomes more and more a dominant factor in the lives of all Americans, it is no longer sufficient to say merely that its virtues exceed its faults. There must be a striving for perfection, an elimination of faults, one by one, until radio fulfills its promise and rises to the position it should rightfully hold.

In a small burying yard, in the eastern section of our nation, stands a small sun dial with the inscription "Traveler, it is later than you think." I should like to paraphrase that statement and say: "Americans, this problem is greater than you realize." I may be criticized for raising this discussion in a world so recently liberated from the oppression of war, and facing the momentous problem of world readjustment, but I believe that the evil of soap operas is a great one. I believe that my cause is just. I shall be proud when I am able to return to the little house we visited earlier and knock on the door and say to her who answers, "Weep no more, my lady. Weep no more."

VOTE ON HIGH SCHOOL DEBATE SUBJECT

Continued from Page 11

the ordinary view of government responsibility. There is something here that smacks of a hand-out, or a raid on the U.S. Treasury, when we are paying for a big war and Franklin's Follies, and are crying out for income tax relief (or is that only a Republican campaign cry).

The Marriage and Divorce Problem

The third subject is one of social living. It is one ever present before us. Marriage and divorce are practical considerations and social conditions. They have to do with the welfare of children, family life, homes,—said to be the backbone of any people. Here we are dealing with some fundamental facts of life, which high school students are ready to face. The future welfare of the nation may depend greatly upon our homes. At present divorce is a threat to our social future. It is a threat to the child, because it is becoming entirely too common. The children from broken homes are becoming a more and more significant problem. The thing has even affected our crime situation. There is no doubt about its importance. That we should come to a uniform agreement and practice in the matters of marriages and divorce has a universal appeal. Some persons thought it wouldn't be so good for debate because there wasn't any negative. That, however, is a matter of knowledge and concept. There is a negative and the debaters will find it all right. Some argued the prejudice there might be in asking immature students to discuss matters relating to sex as marriage and divorce do. However, this seems to me somewhat persnickity. Most high school students look forward to marriage. Why shouldn't they face it with knowledge rather than ignorance? It is our considered opinion that this third subect is eminently worthy of consideration.

Discussion Division

Wayne N. Thompson, University of Missouri, Editor

WAYNE N. THOMPSON

The Discussion Progression

By George B. Linn
University of Ariona, 1946-47
Graduate Assistant, University of Denver, Summer, 1947, and

Raymond L. Bernard
University of Denver

The Discussion Progression is no longer so new that the present article should be considered as an exposition of a plan entirely unknown to debate coaches. It is possible that much wider use might be made of the Discussion Progression, however, if its details were more widely known. For this reason, an attempt is made here to show how the plan has been applied with a group of high-school students participating in a speech and debate program at the University of Denver 1947 summer session. The twenty students were divided into groups of ten each for purposes of the discussion.

Students of modern discussion and debate are familiar with the steps in Dewey's "problem-solving process" which have been adapted and emphasized by many authors on the subject of discussion. Important as we recognize these steps, or phases, we frequently forget about them in practice. Without rejecting formal contest debating, we can and should conclude that in such debating we are interested in proving conclusions which the speakers presumably have already reached. In no sense does formal debating represent sound group thinking on the part of the two or four main participants. Moreover, while various types of discussion, such as panels, round-tables, synopsis, and forums may meet many needs not met by formal debating, too frequently they also represent cases of seeking to prove pre-formulated conclusions, rather than co-operative efforts to reach sound solutions to common problems. In other words, each speaker comes with his mind made up, adheres doggedly to his position throughout the discussion, and goes away still feeling that he was absolutely right, and those differing with him absolutely wrong.

The Discussion Progression is composed essentially of three principal phases: (1) The Problem, (2) Possible solutions, and (3) The Action Phase.

The previously mentioned high-school students at the University of Denver considered the general question: "What can be done to alleviate tensions in labor-management relations?" The *problem* phase consisted of an attempt to define, locate, and sense the significance of the problem. They considered the problem from the viewpoint of labor, management, and the public, respectively. Three sessions were then spent considering specific solutions: (1) Should compulsory arbitration be adopted? (2) Should economic reforms be adopted, providing greater security for labor? and (3) Should reforms be made within the union movement? For the action phase, a student was selected from each group to present speeches of advocacy to local audiences, urging their acceptance of the conclusions reached by the discussion groups.

The possible solutions considered were suggested by what the consensus of the group felt to be the nature of the problem. Perhaps the greatest weakness which showed up during this particular application of the Discussion Progression was the broadness of the possible solutions. At this writing, plans are under-way for another high-school group which will soon appear on the University of Denver campus. This time, the possible solutions will probably be stated as follows: (1) Should compulsory arbitration be adopted? (2) Should restrictions be placed on compulsory union membership? (3) Should the Federal government assume the responsibility for readjusting wage scales? This will be more in keeping with the Discussion Progression as originally inaugurated by Elwood Murray at the University of Denver, and as applied successfully in a number of interscholastic meets.

It should be borne in mind that by the time school opens next fall, the Taft-Hartley Labor Act will be in effect. This *may* alter any choice of possible solutions. On the other hand, it is possible that the solutions previously mentioned can be debated even more intelligently after the new labor law has been put into actual operation.

Three guiding principles which should govern an application of the Discussion Progression may be stated as follows:

1. The purpose is to provide group thinking toward the solution of a *problem*, not a match between individuals advocating diametrically opposed propositions.
2. Care should be taken in the *problem* to get at the significance of the prob-problem rather than a consideration of solutions.
3. Participants must realize the importance of endeavoring to get the viewpoint of others. Questions and "argument must be toward that end and for the purpose of arriving at sound conclusions, rather than for the purpose of discrediting and rejecting opinions of others.

Why Discussions Go Astray

by Irving J. Lee
Northwestern University

The points of breakdown in group discussion are many and varied. Much of the time they coincide with the failure of participants to understand each other. Sometimes they occur when the participants understand each other too well. Very often it is by the expression of differences of opinion and interest that ideas are clarified and solutions worked out. But whenever the controversy and conflict signals a loss of rapport, so that the participants seem to be talking at or past rather than with each other, then the differences should be recognized as disintegrative rather than productive . . .

On the assumption that the study of the sources of conflict might throw light on the processes of understanding, patterns of disintegration were looked for in fifty discussion groups. This essay summar-

**From The Forensic of Pi Kappa Delta, October, 1947.*

izes some of the preliminary findings which came from focusing attention on the character of the understanding shown by the participants of what was said.

It was realized that in the early phases of the investigation that "understanding" was a many-sided phenomenon. As a working basis six possibiliities (considered neither exclusive nor exhaustive) were isolated . . .

After twenty of the group discussions had been analyzed and after the sectors controversy had been re-examined, another definition was added.

Understanding—the making of proper evaluations. A understands B, a thing, a condition, a situation, a happening, a relationship, etc. (i.e., non-verbal phenomena), or what is said about each, when his response is to it rather than to something else; when his sizing-up of anything, any situation, etc., is free of identification of it with anything else; when his taking account of it is not affected by assumptions of which he is unaware; when what he says about the situation, etc., fits it, that is, neither distorts, disorders, oversimplifies, overcomplicates, overgeneralizes, negates, adds to, takes from, or artificially separates it. A understands anything then, when his diagnosis, at any moment, is free from identifications and when he is cognizant of the structural relationships discoverable both in what is talked about and in what is said.

The emphasis in the study of the remaining thirty group discussions was turned to a descriptive listing of the kinds of misevaluations manifested. One of the most persistent is here set out.

The Prevention of Projection

Bertrand Russell introduced the term propositional function, concerning which Cassius J. Keyser observed that "it is, perhaps, the weightiest term that has entered the nomenclature in the course of a hundred years." Roughly, a propositional function is a statement containing one or more variables. By a variable is meant a term whose meaning or value is undetermined and to which one or more values or meanings can be assigned at will. A propositional function becomes a proposition when a single value is assigned to the variable.

A significant charateristic of a propositional function (e.g., "x are scarce," Shakespeare was a great writer," "Religion is an opiate," etc.) is that such a statement is neither true nor false, but ambiguous. If to x is assigned the single, more definite value "Houses for rent in 1947" and we say, "Houses for rent in 1947 are scarce," the propositional function has become a one-valued true proposition. "Negroes are cowards" is to be considered a many-valued statement and therefore indeterminate. But assign to the variable "Negroes" the value "Pvt. Woodall I. Marsh of Pittsburgh, of the 92nd Div., who won the Silver Star for taking twelve wounded paratroopers out of the front line to safety, fording a raging torrent in his truck, after an officer had said it couldn't be done," and the resulting statement is a proposition, but now a false one.

A rather considerable amount of the talk in the discussion was carried on in statements containing many-valued variables as if they were single-valued. Much too often a permanence and a specificity were assumed in the speaking, when on closer analysis there could be found only processes and varieties, even though concealed by the terms as used. Difficulties were to be expected (and they occurred) whenever the distinction was not recognied and wherever there was confidence that single-values prevailed. It should be noticed that difficulty arises not because variables are used, but only when they are presumed to be something other, i.e., identified with non-variables.

Some surprise was shown at the San Francisco Conference on World Security when the Polish question became a source of controversy as both the American and the Russian delegates took for granted a non-existent singualrity in value in the variable "democratic." Democratic, concerned with the protection of minority opinions, is not democratic, the Soviet notion of racial equality and Communist dominance. It is not argued that the awareness of the semantic distinction would have dissolved the difference in interests at the conference—but in terms of our findings it is believed that the awereness might at least have exposed the source of the friction which grew out of the belief of each delegation that the other was behaving badly, since had not both agreed on the necessity of "democracy" in Poland?

The mechanism involved here can be put in focus in comparison with the simplicity-clarity doctrine. This view would locate the trouble in the word "democratic," making it the "barrier rather than the medium of understanding." Our view suggests that it might be equally cogent to note the projection-response, i.e., the assumption of a listener that he knew how the term was being used.. . . .

At the heart of projection-misevaluation is the belief that there are values or meanings in terms. But values and meanings are assigned or ascribed to terms by a human nervous system. But so pervasive is the unexamined notion that words can have exact meanings compounded in and of themselves, in the way a tree has branches, that it is often difficult to persuade a listener that in discussion the other fellow may be assigning a value to his variables which is not at all the one the listener would assign if he were speaking.

In the thirty group discussions the projection-developed conflicts arose mainly at three points: in the exploratory-phase where the effort is to locate and expose the problem to be talked about; in the search-for-solutions-phase where the conflicts of interests arise; and in the formula-phase where effort is directed to the search for a program of action on which agreement can be reached. Present findings suggest that irrelevant discords which arise because of failure to uncover the individual values assigned to variables, and because of the unconscious assumption of the participants that each knows how the variables are being used by the others are an irritating influence on the rest of the discussion.

Obstructionists, either naive or sophisticated, can readily tie up any discussion by insisting on the fixing of all variables. This is the age-old sophistry which insists that terms be defined once and for all. But no definition can prevent a speaker from assigning other values to variables, either by design or accident, as the discussion continues. In fact, the investigation revealed that there is most danger of bypassing when the members of the group hold fast to the belief that since the term has been given a definition everyone will use it in just that way. But it should be clear that no matter how terms are defined, the necessity of analysis for the values being assigned in the course of the talk still exists.

Ordean Ness, instructor in Speech, is the new chapter sponsor at Syracuse University, following Dr. Agnes Allardyce.

Whitman College, Walla Walla, Washington, entertained the Northern Division of Pacific Coast debaters, Dec. 4, 5, 6; 19 institutions sent delegates and there were 240 participants, 40 being supplied by Whitman.

The University of Southern California team won the Men's debate at the Linfield tournament held Feb. 26-28. The University of Oregon was second. Oregon also won in upper and lower division oratory.

The Universities of Missouri and Kansas debated the Labor question before an assembly at North Kansas City High School, November 21, 1947.

Special Feature Division

We Present: West Point, Scene of the First Nation-wide Championship Debate

REVIEWING WEST POINT

THE UNITED STATES MILITARY ACADEMY

BY CADET ROBERT C. STENDER,
Class of '49

SINCE the beginning of the recent war, the educational program at the United States Military Academy has begun a period of change unequaled in all but the earliest of the 146 years of West Point's existence as an educational institution. The modifications of curriculum, the shift in emphasis on certain subjects within the curriculum, and the alteration of the mode of student life have been necessitated and directed by three influences.

I. First, the experiences of World War II have enforced a revision in study of strategy, tactics, weapons, military organization and doctrine throughout the army. A concentrated effort on the part of the entire military organization is being made to glean the greatest possible benefit from the occurrences in the recent conflict, and remodeling of much of the military training at the Military Academy has resulted. Study of tactics and strategy is largely based upon the lessons of the actions of the past war. A new course in applied psychology emphasizing the psychology of leadership has been integrated with the four year course. Added attention has been given to airborne operations, and the need for close co-ordination with the navy and air force is stressed. Actual experience in amphibious maneuvers with the Naval Academy midshipmen, marine and naval personnel, and training in airborne operations with one of the still active airborne divisions are provided during summer training periods. And in keeping with the pattern of emphasizing general training, the wartime pilot training for cadets has been eliminated and now all cadets receive familiarization training with the air force.

Many other minor revisions in the military portion of the West Point curriculum have occurred, and all revisions have been made with two purposes in mind: to bring the instruction abreast of recent developments and to provide each cadet with a broad background of military knowledge upon which a more highly specialized and technical ability may be based. This tendency toward more generalized instruction has been evidenced in the academic portions of the West Point curriculum as well as in the purely military portions. In fact, it is a need for a more generalized curriculum that is the second factor influencing the recent change in the educational program.

II. West Point, being a part of the nation's educational structure, has been affected much like other colleges by the continually increasing demand of society for specialists with a sizeable background of general knowledge. Recent scientific and technological developments have accelerated the growing complexities of the problem of educating men capable of waging war and insuring national security much as these recent developments have increased the problems of educating persons for careers as chemists, engineers, or doctors. To meet the requirements of the above developments, West Point has followed a course very similar to that of other colleges. The Military Academy, which once graduated officers qualified to assume immediately the duties of a junior officer in some specific branch of the army, has now become a school designed to impart to its students an elementary professional training balanced by training in the liberal arts and sciences. The four year curriculum at West Point now corresponds closely to a four-year undergraduate course, and the graduates of the Military Academy now receive specialized training in post-graduate branch and staff schools. The trend at West Point is quite definitely to supply a balanced and broad background in both scientific and liberal fields upon which, after graduation, may be added the specialized training now essential to an army officer.

III. The third factor influencing the recent developments in the West Point curriculum is its past—its history and traditions. In any institution care is taken to preserve the elements of that institution which time has proven effective. However, the demands made upon the army, both in its military or its civil functions, and therefore upon the Military Academy, have been modified with every real change in scientific or social organization, and careful changes in the West Point curriculum have necessarily resulted. Though transition has occurred, the basic elements and the purpose of the West Point educational system have remained unchanged in principle. The aims of the Military Academy have been:

1. To instill discipline and a high sense of honor.

2. To develop the powers of analysis so that the mind may reason to a logical conclusion.

3. To instruct and train the Corps of Cadets so that each graduate shall have the qualities and attributes essential to his progressive development throughout a lifetime career as an officer in the regular army.

In an endeavor to fulfill these aims, the educational curriculum and the pedagogical system, the extensive program of physical education, and the constant emphasis on the development of character that are employed at West Point were first inaugurated and have been constantly changed as the need for change has arisen. Obviously, the West Point educational system, while striving for fulfillment of its goal, has been influenced by history, and consideration of that history must be taken in evaluating any change, either accomplished or proposed.

The Beginning and History of West Point

The Revolutionary War experience determined the initial purpose of the Military Academy — to supply drill-masters, artillerists, and especially engineers for our young nation, which had to rely fearfully on the expedient of employing foreign officers during the Revolution. The military and political leaders of the Revolution: Huntington, von Stuben, Pickering, Adams, Knox, Hamilton, and Washington—were unanimous in desiring the establishment of a military academy. In 1802, due to the influenee of these men who realized that our nation had to stand on its own feet or fall, coupled with an aroused public opinion resulting from Shay's rebellion, the frontier disputes, and the danger of becoming involved in the complexities of the European disputes, the United States Military Academy was established by an act of Congress, with the Chief of the Corps of Engineers as the head. Its purposes were to provide the training and experience needed to supply American technicians, artillerists, engineers, to raise the effectiveness of the military and to encourage the study of science. Organizationally, the infant school was a *collegium* in the best classical tradition, but the meager financial aid given the institution during its first ten years hampered the fulfillment of its mission.

The lessons of unpreparedness experienced in the War of 1812 led to improvement of the financial basis of the Military Academy, and the successes of its early

graduates in that war led to increased public support from a populace that desired peace. In the years following the War of 1812, the Academy was called upon to aid in the internal development of the United States as well as providing the usual military leadership, and from 1817 to 1833 Colonel Sylvanus Thayer, one of the most famous of the Academy's superintendents, developed the Academy into an institution well suited to meet the needs of the growing young nation. During this 16 year period, an academic curriculum and pedagogical method were developed that, proving their worth in the decades that followed, have remained in use, though extensively altered, down to the present.

Thayer, desirous of achieving the most effective study and teaching, revised the curriculum, obtained new textbooks, introduced new teaching methods and extra-curricular activities, and renovated the physical plant. On the basis of first hand knowledge of the best European schools, Thayer established civil engineering as the core of the curriculum with geography, history, and ethics, as well as a system of discipline modeled on the French military institute's system, added to meet the peculiar needs of the Military Academy, which was being called upon to supply officers for the army, trained citizens for the militia, and trained engineers for the various internal developments. For years, the Military Academy, the first engineering school in the United States, was the chief source of the technicians that played important roles in the expansion and development of our nation. Many of Thayer's innovations—his plan for physical expansion of the buildings and grounds, his method of discipline based on regulations designed to develop the customary military traits essential to proper discharge of military duties, a new, greatly changed curriculum necessitated by advancement of knowledge, his program of extra-curricular activities designed to provide both diversion and benefit for the cadets, and his insistence upon high level of conduct, character, and academic achievement — have remained as an integral part of West Point education. Of his contributions, the one that has least been changed is the method of instruction and study that he introduced into the Military Academy.

In the system of instruction and study that Thayer introduced and which is still used, all cadets take the same courses of instruction; all cadets must remain proficient in all subjects; all cadets must recite in all classes attended each day. There are no elective subjects save for a choice of one of five foreign languages. Failure in one subject means dismissal or deferment to the next lower class.. In order to meet the principle of "every man recites in every subject every day", all classes are conducted in small sections numbering from 10 to 14 men with an instructor for each section. A cadet rises or falls in his class standing by transfer each month from one section to another on the basis of published weekly grades—the top 10 to 14 men constituting the first section in each subject, the next 10 to 14 men on the basis of grades in that subject constituting the second section in that subject, and so forth throughout the class. This system has the obvious advantage of encouraging daily study habits; of providing more opportunity for personal instruction than is possible in class room groups of more than 14 men; of encouraging competition due to the frequency of the published grades and the regularity of class room recitation; of providing the instructor with detailed data concerning the capabilities of the men he is instructing, and allowing in the upper sections considerable time to be spent on the details of each daily assignment that necessarily would be non-existent in a group where the level of instruction must be determined by the mean intelligence of the entire group studying the subject; of allowing the instructor in the lower sections to emphasize the points of difficulty of each daily assignment in detail so that the students with low aptitude in a certain subject may gain a more thorough knowledge of the minimum requirements; and of providing each student with detailed information and grades concerning his progress in each subject studied. It is this educational system and curriculum that made West Point the first technical school in the United States and has produced the leaders that thus far have corroborated the belief that this system is peculiarly adapted to the needs of the Military Academy.

Following the Civil War, the role of West Point in supplying officers, trained militia, and competent engineers and civil servants remained unchanged. But with the rapid development of the American educational system between the Civil War and World War I, with the growth of other competent technical and engineering schools, with the rapid development of detailed knowledge and specialization, and with the increase in size and importance of the army, the mission of the Military Academy gradually changed. Steadily through the years, West Point became more, in truth, a military academy designed primarily to produce officers for the various branches of the army. These years saw the introduction of many new scientific courses to the curriculum as well as many military courses. The academy closed its first century of existence with the specific mission of a general and comprehensive instruction of officers of all arms and services of the army except the medical corps.

First World War Contributes Changes

During the First World War, the Academy became a virtual training camp, but following the war was re-established on the four year basis with changes in the curriculum dictated by the experience of the war as well as by advances in knowledge in the various courses in the curriculum. The interim between the two World Wars led to the changes discussed at the beginning of this article — changes that once again have attempted to bring the curriculum abreast of developments in all the fields of instruction, to incorporate in the curriculum those subjects that will best fulfill the mission of the academy. Only recently has the academy become an institution designed to provide strictly elementary professional training balanced by training in the liberal arts and social studies, for only recently has the demand for such a program developed. These recent developments are in line with the historical policy of the Military Academy to change when change is necessary so that the all-important missions of the academy may best be fulfilled.

Thus it is that the experiences of World War II, the demands of recent developments in education tending toward generalized under-graduate study with specialized post-graduate work, and the history of West Point and its educational system are the three forces behind the many changes that have recently occurred in the West Point educational system.

As Major General Maxwell D. Taylor, the present superintendent of the Military Academy, recently stated: "West Point succeeds or fails in the future to the degree in which it continues to produce broad men of character, capable of leading other men to victory in battle." It is this pointed, all important mission that is the final determinant in the making of any plan of, or change in, the West Point educational system.

ED. NOTE: *After reading through this account by Cadet Robert C. Stender, of the Class of 1949 at the U. S. Military Academy, I, for one, began to understand why West Point, of all colleges first conceived the idea of a National Debate Tournament. They have realized what so many educators overlook—the value of speaking and of thinking on vital problems of government policy, that a debater must follow, in the formation of leaders, of men of intelligence and ability in directing public affairs.*

ONE OF MANY PHASES
OF SUMMER TRAINING.

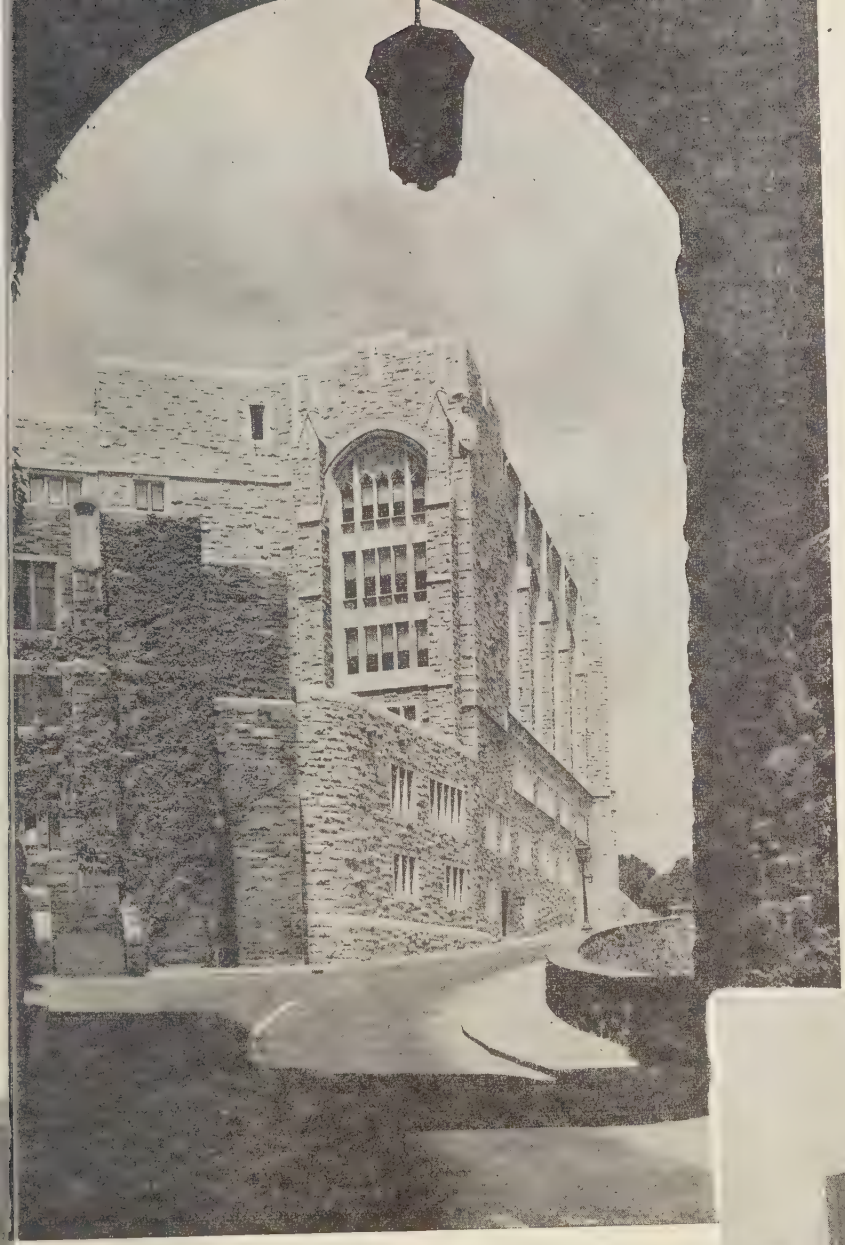
PARADE OF CORPS OF CADETS

MICHIE
STADIUM

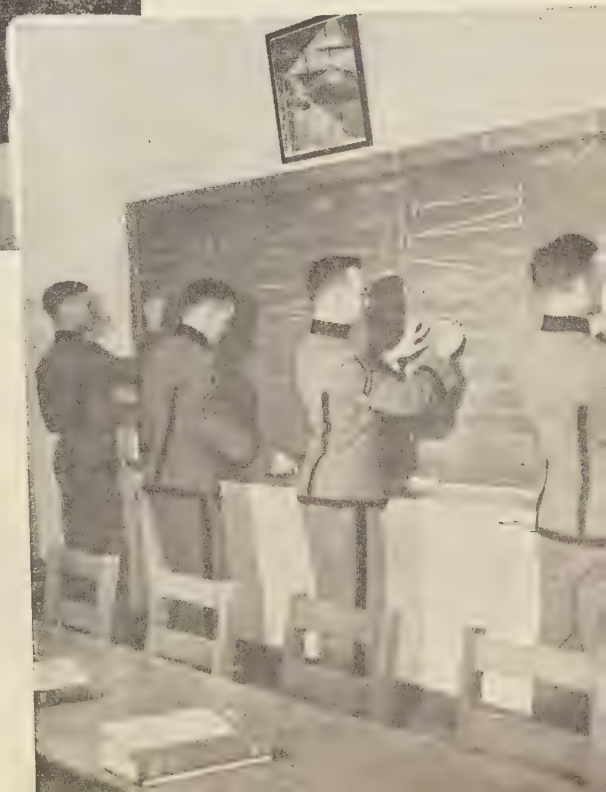
BATTLE
MONUMENT

THE CADET
CHAPEL

AT WEST POINT
CADET BARRACKS



EAST ACADEMIC
BUILDING



EVERY CADET IS REQUIRED TO RECITE AND BE GRADED IN
EVERY SUBJECT EVERY DAY

Declamation and Interpretation Section

PLIGHT OF ORAL INTERPRETATION

By William B. McCord
University of California

The other day as I was turning the pages of my memory book of fables, searching for the truths spoken by Oral Interpretation, I came across this table:

With her head held high, and an eager gleam in her eye, Oral Interpreation sailed along with many admirers. It was her privilege to bring life and strength to the skeleton pages with which she worked. She was in the revitalizing department of the literature division, in the world's storehouse of man's aspirations and emotions.

Unfortunately, no one could give her any exact formulas for the best life-breathing procedures. She tried many and varied techniques. There were those, for example, who thought she'd up her poets if she would only make herself more glamorous. So at times she used elegant mannerisms. And she found at times she was most impressive if she dropped her r's. And sometimes a long chiffon handkerchief did things no poet had dreamed of.

Perhaps that was the trouble. Some authors, turning in their graves, didn't recognize their brain children so bedecked.

One day one jealous admirer called her a "cheap entertainer." He charged her with prostituting herself that the masses might enjoy cheap thrills. He charged that her devices were destroying the beauty and truth of the ideas and feelings she brought to life.

Sooner or later falseness would have destroyed itself naturally and quietly. But a jealous lover finds it difficult to be quiet. And she had many ardent wooers who started calling her names and quarreling amongst themselves about how she should do this and do that, or how she should not do this or not do that. Her wooers fought loudly, destructively. Her mistakes branded her.

Now it is natural for men to seek homes of respectability and security. Many of Oral's admirers began to shun her and laugh at her. Her virtues and values were forgotten by many. When they spoke of her at all they scoffingly called her "Miss." There was a smug satisfaction in calling her "Miss-Interpretation."

Oral tried to think up some new name that would distract attention from her mistakes; but she had tried before. "Elocution," "Oral Expression," "Oral Reading"—none of them had helped. "A rose by any other name would smell as sweet," Shakespeare had said—and vice versa, a bad odor was a bad odor—and that was what she seemed to be in.

MORAL: A good girl cannot afford to do the bidding of each and every admirer. Some of them will do her wrong.

That was the end of the fable of Oral Interpretation for many. But it isn't.

Oral had not been entirely forgotten. Her friend who withdrew to the sanctuary of *science* where he could analyze, measure, and test and get the same answer or result each time he repeated an experiment, found also that he needed some of Interpretation's techniques, so he got her a part-time job in the speech correction clinic.

Public Speaking gave her a job, too. In fact he began to use her more than he had done before. The people he went around with most of the time—the politicians, diplomats, business men, and labor leaders—found she was a great comfort to men who need to exercise caution and accuracy in their statements: The manuscript speech is here to stay. Fortunately, Interpretation's skill has elevated the manuscript speech from certain doldrums into vividness—ever since F. D. R.

Voice and Diction classes took over part of Oral's work. The mechanical approach has science to support its theses. But Oral still has an active job in most voice and diction classes. As for development of the skills associated with vitality of expressiveness, she has been to the average man what the play rehearsal is to the more specialized dramatic student.

Of course, *Radio* was a natural for Oral. Radio gave her a job with the reading of the first script. For a long time radio got Oral and Topsy mixed up. Even now when asked about training procedures, radio answers like Topsy: "I just growed." Trained or "just growed," interpretative reading has an important job in radio.

Oral Interpretation has kept herself busy and useful as an assistant, and in spite of all the name calling and misinterpretation she still has an important role to play in her own right.

The values of the best literature are everlasting values in the culture of man. A goal which includes the development of appreciation and understanding of man's literary heritage is not to be *scoffed at* nor *ignored*. If we do, we are weakening a basic and important phase sf speech.

The oral approach to literature is gaining respect. When I last talked to Oral Interpretation she told me she'd been having some heavy dates in the English Department. She told me she feels quite comfortable there—"It seems like home—somehow." And no one accuses her of being a "cheap entertainer" there. She admits she doesn't have as much fun though. She told me confidentially, "There are some speech teachers who really know how to *send* me." I believe she's ours, *if we want her.*

*From *Western Speech*, *October* 1947, *Page* 10.

HIGH SCHOOL INTERPRETATION CONTESTS

By Roberta Poos
Eastern State High School, Normal, Ill.

At the Interpretation sectional meeting of the Association two years ago a committee was appointed to study the high school interpretation contests with a view to making recommendations for their improvement.

The committee met last spring and suggested two changes: first, that several contests in interpretation be changed or added; second, that definitions and evaluation material be prepared for each contest.

These recommendations were duly presented to the Advisory Speech Committee of the State and the Executive Secretary and Assistant Executive Secretary of the Illinois High School Association. Although the committee felt the suggestions had merit, they thought important changes should be made slowly and additions might also be made in original speaking and dramatics if they were made in interpretation.

At the state meeting, November 7, Miss Roberta Poos listed the following suggested additions to the state speech contests for the consideration of the high school teachers. They are:

For Intepretation:
1. Interpretative reading from a book (possibly a short story)
2. Extemporaneous poetry reading
3. Monologue
4. Choral reading

For Original Speaking:
1. Radio speaking
2. After dinner speaking
3. Discussion

For Dramatics:
1. Radio dramatization
2. Original skit

At the business meeting of the Association on Saturday, the report of the com-

*From *Speech News of the Illinois Speech Association*, *December* 1947, *Page* 10.

The High School Debate Handbook

The Debater's Blue Print: Designed to Help Beginning Debaters and Coaches*

WORKING OUTLINE PREPARED FOR NOVICES AND BUSY TEACHERS

BY PROF. PAUL CARMACK
Department of Speech Ohio State University

Ed. Note—The "Blueprint" is in tentative form. Prof. Carmack will welcome suggestions for improvements. It may be that it has been "boiled down" to the point where essential parts have been eliminated. Send your views for revision to Prof. Paul Carmack, Department of Speech, Ohio State University.

I. WHY DO AMERICANS DEBATE?

We have a government of *talk* in our country and it will continue so as long as it is a democracy. Many legal cases are in the form of a debate. Civic issues are crystallized by the give and take of oral and printed debating. The board of directors of a business arrive at decisions through discussion and debate. The continuous debate of Democratic Party versus Republican Party leaders and members concerning policies of government is a healthy process and doubtless will not and should not end. The attempt to present one side of a question to seek to persuade others is woven into our history. In some cases it has decided our history. Skill in debating has often been the margin of success for an individual or a cause. Ability to debate may be learned in many ways, but one way to learn the technique and also to practice it, is to take a part in high school debating. Many students have found the training and techniques very valuable in later years.

Rather than developing into a "cantankerous" arguer, a debater soon becomes very conscious of the fact that there are more sides to a question than his own. His opponents, his debate coach and the neutral critic judge will make this unusually apparent.

II. WHY SHOULD THIS TOPIC BE DEBATED?

The N. U. E. A. Debate Topic for 1947-48: RESOLVED: That the Federal Government Should Require Arbitration of Labor Disputes in All Basic American Industries.

A. Has the Taft-Hartley Act changed the meaning of this question?
Answer:
The new labor act does not alter the value of the question. Rather, it brings out the necessity for such a course of action if the act is to be successful. The affirmative, of course, must show that such *compulsory arbitration* is the right answer.

B. Will "*Required Arbitration*" help or *hinder* labor?
Answer:
It is on this point that the affirmative and negative will part company. The Taft-Hartley Act is a beginning and many laws must be passed to take care of differences of opinion as to interpretation and enforcement. It is along these lines that debaters will explore the field and may take the same views that will be expressed in the next few years on the floors of Congress.

C. Is "*Required Arbitration*" justifiable?
Answer:
Here again the affirmative will point out why it is in the interest of labor, capital, and the public to *compel* arbitration. The negative can show with equal strength why it violates the best interests of labor or capital, or both.

III. HOW SHALL I PREPARE TO DEBATE THIS PROPOSITION?

A. Sources of Information:

1. Handbooks
   a. The Ohio High School Speech League furnishes the official N. U. E. A. Handbook to member schools. (Two volumes.)
   b. Hugo E. Hellman of the Speech Department of Marquette University, Milwaukee, prepares an excellent handbook.
   c. This year a high school handbook will be issued again in mimeograph form by the Nichols Publishing House, 814 Campus Ave., Redlands, Calif.
2. Magazines.
   On a topic of such national importance, articles on this topic will be continuous. The subject material is very important to the successful debater. *Time, Newsweek, Fortune, Colliers, U. S. News* and similar magazines should be consulted to keep abreast of the times.
3. Radio
   Radio broadcasts will be very helpful. The news broadcasts will indicate latest developments which may be checked further in publications. There have been and will be many broadcasts of "round table" discussions on labor topics. Often copies of these programs may be ordered for your files. Your own library may subscribe regularly to such programs as the Chicago University Round Table, etc.
4. Newspapers
   Each day's paper will likely carry news of labor disputes and the attempts to settle them. Many clues can be gained by checking all labor and arbitration news sources.
5. Congress
   A letter to your congressman brings a quick reply. He can send you copies of laws and pending legislation. Don't hesitate to use this service.

IV. CLASSIFICATION AND USE OF THE DEBATE MATERIALS.

A. *Classification*
It is best to collect and classify information according to a plan set up in advance. A card file and a file for clippings should be included in your equipment. Materials should be readily accessible. Often an index in a small notebook becomes a great timesaver.

B. *Discussion Practice Plan* (Pre-season)
All debaters and interested persons could meet about a "round table".
1. *Purpose* of the discussion:
   a. The purpose is to look for truth rather than to defend a position, to

Taken from the Ohio State High School League Bulletin.

HIGH SCHOOL INTERPRETATION CONTESTS

Continued from Page 30

mittee was accepted and the motion made that the committee continue its work.

The members of the committee are: Roberta Poos, chairman; Ruth Yates, Illinois State Normal University; Karl Windesheim, University of Illinois; Charlotte Lee, Northwestern; Mary Blackburn, Granite City High School; Marion Stuart, Champaign High School; Sister Gregory, Rosary College.

Miss Poos added that a contest to try out some of the proposed additions probably will be held at Charleston in the spring. Anyone interested should write for further details. Address Roberta Poos, Eastern State High School, Charleston, Illinois.

inquire rather than to debate.

b. It is a thinking session where all may speak freely to pool the knowledge gained by the preparation of all the students.

c. As no one person may have made an extensive survey of the evidence as yet, he need not feel that he has to reach a final solution. Instead, an inquiry by questioning the evidence should precede the answers to be expected of the evidence found to date.

2. *Definition*:

The chairman or one of the discussers should make a broad interpretation of the question as presented in the N.U. E.A. debate handbook. The limits of the topic to be discussed and the interpretations of terms should be made clear to all participants.

3. *Analysis*:

a. Is the Taft-Hartley Act adequate?

b. Will additional legislation be needed for solution of the labor dispute problems?

c. Is the system satisfactory to labor? To capital?

d. Will any of the following plans or a combination of these plans improve the situation?

1. Compulsory arbitration of labor disputes in basic industries.

2. Voluntary arbitration of labor disputes in basic industries.

3. Repeal of the Taft-Hartley Act.

4. *Method of Discussion*:

a. Explore the issue with each discusser offering facts, ideas, and arguments.

b. Such discussion will likely reveal conflicts of opinions when such an issue is unearthed. Spend some time discussing such issues.

c. Try to reconcile the differences by "give and take" discussion and suggest compromise solutions. It is well to criticize constructively the other's supporting statements of their beliefs. Due to a lack of complete preparation no decision is expected or very valuable, but it will reveal need for further study on certain points and what is also important, *what the issues are.*

d. This discussion session should reveal weak spots and issues. The "give and take" discussion adds to the information of each discusser and is a strong incentive to prepare to defend one's own views.

C. *Practice Debates*

One of the final stages of preparation usually occurs in various forms of practice debating, generally without decision. However, the critic can be most helpful season practice tourneys of the O. H. S. S. L. Debate Clinics. Consult your newsletter for early season, non-decision and novice tourneys. A plan for organizing your debate case is given in the next section.

V. ORGANIZATION OF THE DEBATE CASE

(For a proposition of policy)

A. *Affirmative*

1. First Affirmative Debater (10 min.)

a. Introduction.

1. Explain why this subject vitally concerns your listeners.

2. Show through recent events why the subject should be debated.

3. State the debate question and define the terms.

4. Explain the part of the topic you will discuss. Explain the part your colleague will debate.

2. Discussion.

a. It is necessary to show the evils in the present system which make a change imperative.

b. Take up your first contention.

1. Prove it by:

a. Examples.

b. Statistics.

c. Authorities

d. Other evidence.

2. Briefly summarize.

c. Proceed with your other contentions in this same pattern.

3. Conclusion.

a. Make a summary of your case.

b. Repeat your position.

c. Repeat your partner's contribution.

d. Conclude your speech.

FIRST AFFIRMATIVE REBUTTAL SPEECH (Five Minutes)

1. Introduction.

2. In cooperation with your partner decide what arguments need immediate attention. (See Section VI on "Technique of Refutation".)

3. Counter attack any negative argument which opposed your "need for a change". Where they defend the *status quo* you can recall attention to your "existing evils" contentions. If they favor an alternative proposal you can show that they admit a need for a change. You can show how their plan won't work or is inadequate, or is a part of the affirmative proposal also. If they admit evils, you can call upon the negative to suggest what *they* propose as a remedy.

in this stage. It is easiest to debate students from your own school. Other opportunities will be given in the early

4. Again summarize your and your colleagues work in establishing and re-establishing your affirmative case.

SECOND AFFIRMATIVE DEBATER

1. Introduction.

a. Review the stand taken by the first negative speaker.

1. Refute those points which seem to attack your case with the most force.

2. Re-emphasize your colleague's contribution.

3. Give the plan offered by the affirmative.

2. Discussion.

a. In view of the objections raised by the first negative speaker show how *your plan* will remove the evils of the present system which you propose to replace.

b. Or it may be possible to incorporate the negative proposals if you can state these proposals in the affirmative.

c. Show that your plan is beneficial and should be an improvement.

d. Show that it is workable.

e. Show that it is an extension of principles already termed successful.

3. Conclusion.

a. Summarize your and your colleague's speeches.

b. Summarize the affirmative case.

c. Make your conclusion.

SECOND AFFIRMATIVE REBUTTAL SPEECH

1. As the last debater to appear, it is your province and great privilege to summarize the entire debate.

2. Summarize the negative case showing their failures to destroy your case.

3. Show what your team has established despite the negative attack.

4. Make sure you have left no major negative contention unrefuted.

5. Then you may re-emphasize the strength of your own proposal.

6. Conclude your case.

B. NEGATIVE.

1. First negative debater.

a. Introduction.

1. Briefly review the work of the first affirmative speaker.

2. State points of agreement and disagreement.

a. You may take a stand admitting

a. "need for a change" (in which case your team may offer an alternative proposal) or,

b. Deny that the need warrants adopting the affirmative plan.

3. Explain your stand.

b. Discussion.

1. Attack the first affirmative's first point of importance.

2. Disprove the point or prove your

counter proposal or do both.
3. Use evidence as proof.
a. Examples.
b. Statistics.
c. Authorities.
d. Conclusions.
4. Treat other issues in a similar way.
c. Conclusion.
Summarize your attack and show how it refutes the opposition — conclude.

FIRST NEGATIVE REBUTTAL SPEECH

a. Introduction.
As first speaker in rebuttal, the first negative speaker should analyze and arrange the issues which really count in this debate.
b. Discussion.
Proceed to show how the stand of the negative has destroyed the affirmative arguments.
1. Attack the weak spots in the affirmative case.
2. Show how the affirmative plan will fail..
c. Conclusion.
Summarize and conclude your negative arguments.

SECOND NEGATIVE DEBATER

a. Introduction.
As the last of the constructive speakers, it is well to briefly review the affirmative case. Show how your colleague disproved parts of the opponent's proposal.
b. Discussion.
Adapt to or refute the plan or proposal of the second affirmative debater.
1. Refute those issues which seem to be most important.
2. Emphasize the weak spots in the affirmative case.
c. Conclusion.
1. Show how there is no need for the affirmative plan.. . .
2. Or show that the present system is preferable.
3. Or show how the plan of the affirmative will not work.

SECOND NEGATIVE REBUTTAL SPEECH

a. Since this is the last speech for the negative, you must summarize the debate to this point.
1. Explain the failure of the affirmative to establish their case.
2. Show what they must do yet.
3. Or restate the big issues and show how the negative have disproved the affirmative claims.
b. Alternative Plan.
(If the negative admit the "need" issue, they will likely propose a plan of their own, generally given by the second negative speaker in the constructive speech.)

VI. DEBATE TECHNIQUES OF REFUTATION (or disproof)

a. Introduction.
1. Refutation employs the process of overcoming objections, of undermining inhibitions and thus capturing attention. It is composed of arguments and evidence proposed to overthrow the proofs arising out of counter arguments and evidence. It combats, as well, the imaginary opponent of non-acceptance on the part of audience, real or absent. Destructive refutation is constructive in that it attempts to get the hearer to reject the converse of what we propose. It is both offensive and defensive.
2. Refutation is more than mere contradiction and denial. It should weaken or destroy; even the affirmative cannot solely rely on constructive work.

B. What, When, Where, and How to Refute.

1. What.
The common mistake is to try to refute every point, sub-point and statement brought out by the opponents. This assumes the impossible position of holding the opponents are 100% wrong, 100% of the time.
Rather:
a. Choose points that deserve to be refuted.
1. Points that have appeared to impress the audience.
2. Points that carry the gist of the opposition's proof.
3. Points that are the cornerstones of the opponent's case.
b. Omit points which are not on the case and points which do not injure your case. Exclude all such points and proceed with refutation of points. (As listed in No. 1a above.)

2. When.
Refutation of points certainly should *not* be made *before* they are presented. This gives the opposition the opportunity to deny any *intention* of using such points and to advance others. Wait until constructive proof that needs refutation has been advanced, then refute as soon as it is practical.

3. Where (in the course of the debate)
Should it be before, along with, or after the constructive proof? This can vary with the circumstances as below.
a. Refutation should precede constructive proof in the constructive speech if it is in answer to what the preceding opponent has just said.
b. Refutation is given in answer to proof that occurs merely as a possible objection or as upholding a possible alternative proposition; then it may be "scattered" in with the constructive proof or grouped with it, in the body of the speech.
c. Refutation should not be made the last part of a speech, for the object is to leave an impression by the closing remarks that the speaker has established the truth of a proposition or position rather than accomplished the destruction of its opposite. Refutation should be followed up by proof or its summary.

4. How (The chief problem)
a. Statement (of point to be refuted.)
The issue to be refuted should be fully and accurately stated or repeated. (If for no other reason, the restating of the issue assures the audience that the debater is not afraid of meeting "head-on", even what may appear to be a damaging statement. Of course, he must then meet it adequately.) The debater must also make clear that this is not just a part of his own constructive case or speech, but that it is a part of the opponent's case which will be met and overthrown as such.
You might use this formula:
1. State the opponent's point.
2. Show its importance.
3. Refute it.
4. Deny its value.
5. Affirm your own position.
b. Openings for attack (Weak spots in opponent's argument)
1. Mere assertion.
2. Unreliable evidence.
3. Weak argument.
c. Methods (for the attack)
1. Attack mere assertion.
a. Is the assertion a hasty generalization?
b. Is the assertion an unwarranted generalization?
c. Does the assertion appeal to the emotions rather than to the intellect?
d. Does the assertion argue in a circle?
e. Does the assertion contradict other assertions?
2. Attack evidence.
a. Is evidence offered reliable?
b. Is enough evidence offered?
c. Is the expert quoted an expert in *his* field?
d. Is the evidence offered in accord with the general position of the entire report?
e. Is the evidence offered probable?
3. Attack fallacies in argument.

a. Fallacies in begging the question.
1. Is statement requiring proof offered without proof?
2. Do the assertions argue in a circle?
b. Fallacies of argument beside the point or ignoring the question.
1. Does argument appeal to personalities?
2. Does argument appeal to prejudice?
(3) Does it appeal to tradition and custom?
4. Does it appeal to ignorance?
c. Fallacies of non-sequitur.
1. Is the cause given, the true cause?
2. Is this the cause of the events?
3. Does conclusion cover new material with no attempt to show cause and effect combination?

d. Arguments (Methods of attack)
1. Show evidence is inaccurate.
2. Attack the reasoning.
3 Direct opposition.
4. Adopt opposing arguments and use for own advantage.
a. reductio ad absurdum (carry opponent's argument to an absurd conclusion)
b. residual method.
c. dilemma.
1. Constructive.
2. Destructive.
3. Multiple.
d. Full syllogism.
1. Major premise.
2. Minor premise.
3. Conclusion.
e. Enthymeme.
c. Deduction.
Apply a principle to a specific case.

5. General Advice.
a. Quotation.
1. When quotations are used, the debater should be so familiar with the wording as to need but an occasional glance at the quoted statement.
b. Team work.
c. Treatment of opponents.
1. No "browbeating".
2. Courtesy always (even when you do not receive courtesy.)
3. Be honest with and treat opponents as worthy of you.
d. Preparation.
1.A necessity for a large collection of facts which prepare for meeting any opposition or counter proposal. Occasionally review the "stock-on-hand". Neglect no source of information for material.
2. Arrangement of materials—(make accessible.)
a. Classify cards — as the debate question requires.
b. Systematize books, papers, and documents.
c. Make and use an index.
e. Summaries.
1. Of opponent's arguments.
a. Show that the main parts of their case have been refuted.
b. Or point out it was (or will be) refuted by colleague.
c. In summary show how it was refuted.
2. Of your own case.
a. Show how your case is still standing.
b. Rebuild any part attacked.
c. Show the central issues to be handled by colleague.
d. End with a constructive summary of your own position.

A copy of the judges' criticism sheet used by O. H. S. S. L. is attached. Use it as a check list against which you may measure your own efforts as a debater.

DEBATE JUDGING OUTLINE

Based on the following principles:

1. Decision must go to the team doing the better debating; or more specifically,
2. Decision must go to the team doing what the proposition demands; or still more specifically for a topic worded in the usual manner,
3. Decision must go to the affirmative if it shows that the proposed plan should be adopted; otherwise the decision must go to the negative.
4. Delivery, or manner of presentation, is given full consideration in the following outline, since it is a means to an end (the communication of ideas) only. Delivery must not be considered separately, for so doing would result in it being counted twice.

The possibilities:

I. Where the negative supports the status quo:

A. The plan is shown by the teams to have advantages and no disadvantages.
Decision — Affirmative.

B. The plan is shown to have no advantages.
Decision — Negative.

C. The plan is shown to have both advantages and disadvantages. Decision— Either team, depending on (1), the demonstrated importance of the advantages and disadvantages, (2) the number, if each is shown to be of equal importance, and (3) the degree of certainty attached to each after refutation and counter-refutation.

II. Where the negative supports a counterplan:

The affirmative is required to show that its own plan is better than the *status quo*, unless the negative admits it. If the affirmative fails to do this:
Decision — Negative.

If the affirmative does show that its plan is better than the *status quo*, and

A. The counterplan is shown to have advantages and no disadvantages with respect to the affirmative plan.
Decision — Negative.

B. The counterplan is shown to have no advantages with respect to the affirmative plan.
Decision — Affirmative.

C. The counterplan is shown to have both advantages and disadvantages with respect to the affirmative plan.
Decision — Either team, depending on (1) the demonstrated importance of the advantages and disadvantages, (2) the number, if each is shown to be of equal importance, and (3) the degree of certainty attached to each after refutation and counter-refutation.

G. M. MUSGRAVE.

IT SEEMS TO ME WE DEBATED THIS QUESTION

SOCIALIZED MEDICINE

British doctors have voted overwhelmingly against the government's scheme of socialized medicine which it will attempt to put into effect shortly, but it is difficult to see what the medicos can do to halt the creeping octopus that is overwhelming their country.

All British doctors will be asked to "sign up" with the government, although they will have the privilege of remaining in private practice, in which not many could make a living if "free" medical service is available to everybody.

Those who sign up will be paid a basic "salary" of $1,200 a year, and a fee of $3 for each patient. They will be under control of the ministry of health, which will have full authority to send them to any part of the kingdom regardless of their personal desires.

The ministry will be the sole judge of a doctor's qualifications. Eventually all medical care in the nation would descend to the level of the least competent practitioner, and able men and specialists would become only civil servants.

The British government is operating three state-owned airlines, and this foray into socialism is costing the taxpayers a lot of money.

College Handbook Division

Edited by E. R. Nichols

RESOLVED: That a Federal World Government Should be Established — Should the High Schools Take the College Question?

Report to the National University Extension Association Committee on Debate Materials and Interstate Cooperation

BY RALPH Y. MCGINNIS

Associate Professor of Speech, Director of Forensics Montana State University, Missoula, Montana

At the annual meeting of the Committee, held on December 29, 1947, at Hotel Utah, Salt Lake City, Utah.

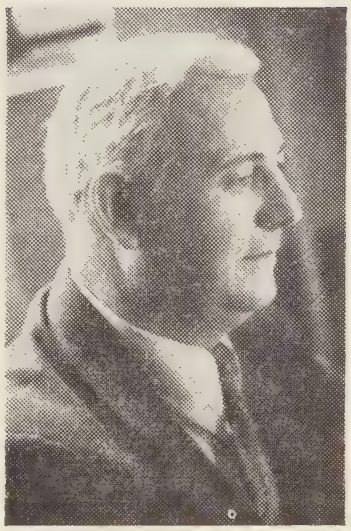
Mr. Chairman, members of the Committee, ladies and gentlemen:

IN ANALYZING the topic of Federal World Government as a possible national high school debate question for 1948-49, the first question which must be answered satisfactorily is, "Can the proposition be framed from the topic to meet the standard tests of a debate proposition?" One statement of a proposition on this topic, as debated in intercollegiate contests this year, is, "Resolved:: That a Federal World Government should be established." Such a statement meets adequately the tests for the statement of a debate proposition in that it is stated as a simple resolution, it gives the affirmative the burden of proof, it contains no ambiguous or question-begging terms, it makes possible a standard of comparison (between a Federal World Government and the United Nations as it functions today), and it embodies a single central idea. Another possible statement of a proposition on this topic is, "Resolved: That the United Nations should be changed into a Federal World Government." Such a statement, while meeting the standard tests for staing a proposition, might not be as acceptable as the first named statement, in that it restricts the Affirmative from proposing a line-up of nations different from the United Nations today. However, whether this statement or the first statement is preferred, it can be claimed that the Federal World Government as a debate topic can be stated as an acceptable debate proposition.

Is Federal World Government a timely topic? This second question can be answered in no way other than affirmatively. The immediate causes for arguing Federal World Government are first, the growing apprehension over the ability of the United Nations to solve the several existing international disputes and problems, and secondly, the world-wide recognition that with the advent of the atomic bomb, warfare has become intolerable as a method for settling international disputes.

In proposing that the world must find some method for preventing atomic warfare, Dr. Robert M. Hutchins, Chancellor of the University of Chicago, this month stated: "Any realistic appraisal of the status of atomic energy today, militarily speaking, must be predicated on two simple propositions: First, there is no secret. Second, there is no defense." Professors George T. Renner and Harold F. Clark of Teachers College, Columbia University, recently compiled data which showed that 93 well-placed atomic missiles over each of America's cities of over 100,000 population could subject half the American people to atomic bombing in a single attack. To paralyze completely this nation's defensive warmaking powers would require only 50 "Hiroshima-sized" atomic bombs on key industrial cities. United States atomic scientists have admitted that Russia does have the atomic bomb secret and that by no later than the middle of 1948 Russia not only will have detonated her first atomic bombs but will have attained a more rapid rate of production of bombs than the United States. By way of additional argument to frighten apathetic Americans into realization of the urgency for preventing another war, Chancellor Hutchins has written: "It is theoretically possible to make atomic bombs 1,000 times more powerful than any thus far demonstrated. Let us assume that an enemy nation has only two bombs of that gigantic size. With these two bombs, by taking advantage of location of detonation and direction of prevailing winds (central California and northern Oregon, for example, when steady winds are blowing toward the east) this enemy would have a fair chance of making the United States uninhabitable. Why? Because areas not destroyed outright through concussion, heat and fire, would be contaminated as the winds swept the highly radioactive air over the face of the land. This was conclusively demonstrated when rays from the test explosion at Bikini reached the United States in detectable strength in one week."

Atomic scientists declare positively that



E. R. NICHOLS
University of Redlands

atomic energy, if used for peaceful purposes, can conquer every known disease and also can cause to be made such technological changes in industrial production as to permit all people to spend more time in leisure pursuits than in gainful employment. To quote Chancellor Hutchins once again: "One boxcar of atomic fuel will produce enough energy to heat every building, illuminate every electric light bulb, and operate every machine in the entire world for 1,000 years.'

Now what bearing do all of these observations on the possible use of atomic energy have on the timeliness of Federal World Government? Just this: Perhaps the United Nations as it is now constituted can prevent another world war. Such a contention well might be a part of the Negative case on Federal World Government. However, there is the fear by many of the world's leading citizens that the present sovereign powers of the United Nations are not sufficiently strong enough to prevent a future atomic war. Again, the question. Is Federal World Government a timely topic? The answer recognizes that today many of America's most prominent leaders in government, business, religion, and education agree that the most vital problem of

this age for our own country and for the world is the problem of determining what form of international organization will best attain the blessings of peace for today's "one world" and its posterity.

A third question to answer, in analyzing Federal World Government as a debate topic, regards the possible scope of the topic. Is the topic adaptable for debating in every state of the union? There is no aspect of sectionalism about Federal World Government as a debate topic in the United States. In Maine and Florida, Kansas and California the problem of world peace and America's part in attaining and perfecting world peace and prosperity, is equally important. No individual can escape the effects of war or peace for America and the world.

Question number four inquires whether or not the subject matter of the topic is likely to be within the range of ability of high school students. Admittedly, a study of the theory, function, and structure of world government in the darkness of an unpredictable atomic age, is as complicated and difficult a topic as possible to find for high school students. However, if high school debaters, whose thinking is more mature than the average voting citizen, can wrestle mentally with such problems as compulsory arbitration disputes, socialized medicine, and government ownership of railroads, they should find no particular difficulty in grasping the significance and the sense of the world government problem.

A fifth question: Is the topic big enough to warrant a full year's debating by alert and enterprising young people? To answer this question, let us ask ourselves: What other topic is more worthy of discussion? What other topic presents a greater problem for solution? What other topic is one-tenth as fundamental to the determination of world, political and economic development of this country and of all the world?

Another question which must be satisfied in analyzing any topic for debate is this: Can adequate research materials be made available concerning the topic? At present no fewer than one hundred societies, leagues and associations are publishing periodical materials regarding world government. The official publications of the United Nations offer voluminous materials for study. Furthermore, the most widely discussed subject in Ameracin periodicals, with perhaps the exception of inflation in the United States, is the topic of world government and its problems.

A seventh question to consider is the question of interest. Can the interest of students and audiences be maintained in the topic for a full year of debating? Definitely yes! The trouble spots of occupied Germany. Palestine, Greece. Egypt, Korea, China and India, the success or failure of the Marshall Plan, the decision as to how atomic energy will be used, and the part which the United Nations will play in determining the outcome of all these world problems, are likely to command American attention and interest for not only one year but many years to come.

Does the topic have balance? This eighth question can also be answered "yes" It should be very possible to draw from the topic a proposition that will not suggest a negative or affirmative bias. The presence of menacing problems in international relations does not necessarily make mandatory the adoption of a Federal World Government. Counter plans are possible. World domination by one nation might be proposed as a more practicable solution than Federal World Government. Or the Negative could stand on the *status quo*—the United Nations as it functions today. Furthermore, a proposition on the topic can be argued on the basis of the standard stock issues used in most debating. Is there a need for changing the present system of world government? What constitutes an accepable plan for Federal World Government? Is Federal World Government a practicable solution to today's problems of world government? Would the benefits of Federal World Government outweigh any possible detriments which the plan might introduce? Since each of these issues can be argued srtongly from both an affirmative and a negative point of view. it can be concluded the topic does possess balance.

The last question asks merely if it is in the public interest that the topic should be discussed. Let us ask ourselves some questions regarding a few commonly accepted assumptions about our daily existence. Is it more desirable to eat than to go hungry? Is human happiness preferable to human misery? Do we desire more to live than to die? If we are to continue to assume affirmative answers to these simple questions, then too, we must assume that peace is more desirable than war. And if peace is more desirable, it becomes in the public interest that the best method for attaining world peace should be discussed. It might even be observed that no other topic could be primary in the public interest. The problem of world government is the most vital problem to the American people today.

One last observation. The fact that this same topic is being debated this year by American colleges and universities should in no way prevent its being chosen as the high school question for next year. The timeliness of the topic is increasing. The seriousness of the world problems with which it deals is becoming more acute. Actually, a case can be made proposing Federal World Government as the debate topic for both high schools and colleges for the next five years. or as long as it takes to attain world peace.

HAS THE NEGATIVE A DEFENSE BURDEN?

By the Editor of This Department

This seems to be one of the mooted questions about debate. A great many of the head-on collision debaters, a growing group in recent years, eschew strategy, and maintain that they have no negative duty in a debate except to answer the affirmative, destroy its plan, or something to that effect. They deny, if they put up no counter plan, that they have to defend a policy of "no change", or the Status Quo.

To illustrate what this attitude means: The negative is to do nothing but show that federal world government is undesirable, unnecessary, impracticable or something of that sort. This means they assume no defense of the United Nations if they advance no counter-plan, and no obligation to defend a position against world organization, if they do not accept and defend the United Nations.

It seems to me that this is an illogical position, and an attempt to get out of a reasonable negative obligation, and as one of the "text-book authorities" on intercollegiate and interscholastic debating, I take my stand against it.

If one refuses to accept a change, he must defend the position that results if no change is made. If no change is made, the negative automatically accepts things as they are and things as they are includes the United Nations. How the logic of that position can be escaped I do not see.

If I were a judge and the affirmative were smart enough to point out that the negative had a double burden and was refusing to accept one part of it, that argument would count heavily with me. Especially if the affirmative accepted its double burden, the establishment of the case for the federal world government by showing it was necessary, or superior to what we have now, and by defending itself against negative attack.

The affirmative, which points out its own duties in the debate honestly and logically, has a right to ask that the negative take a stand on something instead of mere negation of federal world government. The negative has a choice of three

positions: It can stand for what we have now, or the *status quo;* it can present a counter-plan; it can stand against any type of world organization including the United Nations, or the *status quo.*

It is good strategy on the part of the affirmative to insist that the negative take one of these three positions. A debate composed of nothing but head-on collision negation is not very satisfactory debating in my judgment. The negative must defend a do nothing policy. If it fails in this part of its burden, it may find it difficult to convince me, as well as some other judges, that it has done the better debating. There may be some coaches who think I am wrong in this matter, but I am sure there are many who will support my stand. We are all of us interested in standardized technique. I can see no better rule for standardization than insisting that each side assume its burden honestly and fairly rather than attempt to slip out from under any logical obligation. I am willing to leave the case to any fair-minded persons who respect logic.

DEBATE TERMINOLOGY

By E. R. Nichols

The tendency of debaters, who know better or ought to know better, to misuse technical debate terms such as "should," present in many questions of policy, should be curbed promptly and consistently by coaches and judges. It is true many persons chosen for judges do not know, and it is in such cases that unscrupulous debaters take advantage. They feel if they can win by substituting "can" and "will" for "should" they will do it without scruple in order to win. Such an attitude must be, for the sake of honest and fair debating, utterly squashed, crushed, and ruled out of debate and off the platform. Any judge detecting a tendency to win by taking unfair advantages should crack down unmercifully. We shall never teach the younger generation a proper respect for honesty, integrity, and character unless they see through disastrous experience that it "pays to be honest" and that trickery doesn't go over. There is no other way to treat the debater who respects nothing but a winning record.

Now what about this term "should." It is an academic matter, when used in the statement of a debate proposition. The framers of such a question know well that the things proposed is an idealistic thing not likely to be accepted or adopted, but to be discussed upon its merits and not upon the possibility of its likelihood of adoption.

It is a truism to say that the nations will not adopt a federal world government. It is a truism to say that they will not give up enough soverignty to a federal world government above them to enable it to do anything. It is a truism to say that the treaty making power cannot be surrendered.

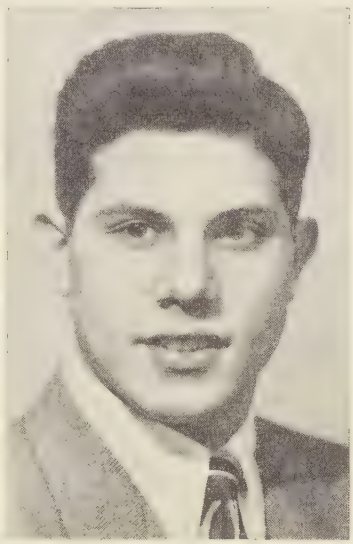
Upon what grounds then does the debate rest? Upon the meaning of "should." Should does not mean that it can be done or that it will be done. It merely means that theoretically it ought to be done. Why? Because it can be shown that it would be expedient, wise, beneficial, helpful, better for the world, or for the individual nations, the way to obtain some desirable or necessary objectives that the world wants, needs, or desires. The whole debate is an academic exercise in planning, considering, discussing, contemplating ways of improvement and betterment. Only upon this basis can there be a debate. Only upon some such concept can the Affirmative take the platform with any chance whatever. Debaters know this, but they insist upon skating around this term, with a purpose of seeing how close they can get to can't, won't, will not, and it is impossible to do this, therefore, it shouldn't be done.

True, there is a logical argument in the statement: "Unless this proposal is practicable and can be shown capable of working it should not be adopted." However, its workability must be judged upon a theoretical or academic basis, for there is no actual way to prove that anything that has no chance of being tried can be proved utterly practicable. However, an academic discussion of what seems to be reasonably practical or impractical is certainly within the debate. It is largely a matter of terms and intentions. The debater who is careful of his terminology, does not try to take unfair advantage of a judge's unfamiliarity with debate habits and customs and definitions, and who is willing to debate upon what seems reasonable or unreasonable in matters of practicality is an honest and ethical debater.

He will admit readily that "should" means "ought to.." Also that the debate rests upon the quality and character of the reasons why we ought not to, never upon whether it can or will be actually put into operation. Have I made myself clear?

Debate could profit by better conduct among debaters in tournaments and meets if there was a better attitude in matters of ethics and sportsmanship. "It wins" is not the criterion. "Is it fair or honest" is the real basis of good tactics.

If we have stepped upon any coach's methods of getting around these obvious truths about debate, we have no apologies. We are just stubbornly set on the interpretation of this word "should."



DANIEL STERN,
NFL's High Point Man

OUTSTANDING STUDENT

Daniel Stern is the last of a long line of Sterns' from Monessen who have been outstanding in the history of the NFL. For four years he has been plodding along the trail to national recognition. Having been listed three years ago as one of the outstanding freshmen he has continued maintaining the same excellent caliber of work that characterized his freshman year. He has won three gold medals in invitational tournaments the past two years. In Original Oratory at St. Xavier Academy, 1947; in Extempe at Donora High School, 1948; and in Extempe at Monessen, 1948. He has always placed high in the Pennsylvania District, NFL tournaments in Original Oratory and Extempe. In debate he was a member of the group which advanced to the semi-finals in last year's tournament.

For every one of his four years he was a member of the Pennsylvania District Student Congress; for the last three of these he was among those in the House of Representatives or Senate from whom the outstanding members were selected, this year being adjudged the most outstanding member of the Senate. Currently

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Technically Speaking

Question Box or Department of

Technical Information

GEORGE McCOY MUSGRAVE, Editor

Note: The questions appearing in this issue are the result of of correspondence with Professor Brooks Quimby, of Bates College, Lewiston, Maine, whose teams have maintained consistently good records for many years. I want to thank Professor Quimby for his helpful comments and suggestions.

SOME CRITICAL QUESTIONS

1. What is the distinction between a "critic," a "judge," and a "critic judge"?

Many of us, I'm afraid, have been guilty of loose phraseology. Professor Quimby makes the clear distinction:

a. A critic makes a criticism of the debate, stating what is good and bad.

b. A judge renders a decision on the debate, stating which team has won.

c. A critic judge does both.

Professor Quamby goes on to give examples:

a. "Frequently I have had my freshmen debate a high school team. After the debate, I stated what was good and bad, but made no decision as to who won the debate. I was but a single critic."

b. "Sometimes I gave a decision, but made no comment on the good and bad features. I was a single judge."

c. I have rendered both a critique and a decision after a debate. Then, and only then, I was a single critic judge."

It is probably true that in most instances the single judge is a singe *critic* judge, but not necessarily.

It is also probably true, in the case of a critic, that a complete analysis of the debate makes the identity of the winning team fairly evident; but unless the critic goes on to announce the winner, he is a critic, not a critic udge.

2. Is it true that the negative isn't allowed to wait until its second speech to bring up a counterplan?

If there are two constructive speeches per team, this is correct. If there are three constructive speeches per team, the negative may introduce the counterplan in either the first or second speech, but not the third.

This rule is a corallary of the generally recognized rule that no new constructive arguments may be introduced in the rebuttal period.

Suppose there are two constructive speeches per team and one rebuttal per team. (There may or may not be questioning periods.) The negative, in violation of the above principle, waits until the second constructive speech to bring up its counterplan. The *first opportunity* offered the affirmative to point out the flaws in the counterplan is the rebuttal. If we agree that a new defect in the counterplan is a new constructive argument, then the affirmative cannot bring up such defects at all! In any event, the last speech of the debate is entirely too late, practically speaking, for such new material to be brought up.

Where there are two rebuttals per team, the problem still exists, though in lesser degree.

One might follow this line of reasoning:

a. No new constructive arguments may be introduced in the rebuttal period.

b. A new alleged disadvantage or defect is a new constructive argument.

c. Therefore, it may not be introduced in the rebuttal period.

a. No affirmative constructive speech exists after the last negative constructive speech.

b. Therefore, if the negative waits until the last speech before rebuttals to advocate a counterplan, no constructive speech exists in which the disadtages can be introduced.

a. An opportunity must be given to the affirmative to bring up such defects in the counterplan.

b. Where the negative delays until its last constructive speech to advocate a counterplan, the affirmative has no constructive speech and no rebuttal speech in which to bring up these disadvantages.

c. Therefore, the negative cannot be permitted to wait that long.*

*The Editor of this magazine would like to suggest that in such a case the affirmative has the right to use any argument to refute the negative stand. Any evidence introduced in rebuttal to meet any argument previously introduced into the debate is perfectly legitimate, new evidence in rebuttal means a new point for argument not previously entered.

GEORGE McCOY MUSGRAVE

The only possible flaw in this reasoning that I can discover is the premise indicated with a question mark. And yet, on the whole, I believe it is true that such new disadvantages are new constructive arguments.

It might be pointed out that no similar problem exists with regard to the affirmative proposal, because the negative has a constructive speech after the last affirmative construuctive speech.

This situation may sound academic, but it cropped up often enough in college debate to give us some real headaches. If the negative waits until the last constructive speech to bring up the counterplan, the affirmative is handicapped, and I believe unfairly so.

Suppose that the negative does violate this principles. What should the affirmative and judge do about it?

Professor Quimby and I have had some correspondence on the subject, and while we generally agree up to this point, we differ in the method of judging. Professor Quimby's approach—which is entirely logical—is to leave it to the judge to decide in a particular situation whether unfairness occurred, and if so to penalize.

My own preference is this: If the affirmative is on its toes, it will refuse to discuss the matter, pointing out that the negative left it no constructive time in which to bring up the defects. The judge would then rule the counterplan irrelevant, out of the debate, and not consider

: in his decision. This, in effect, would enalize the negative.*

If, on the other hand, the affirmative ries to bring up these new defects in re-uttal, both teams have violated estab-lished principles of debate, and the judge an penalize neither; he simply reaches his decision on the basis of all the arguments presented.

I prefer my own approach because it akes out the element of personal opinion nd inflicts the teams with the logical re-ults of their misdemeanors. Professor Quimby prefers his approach because it permits the judge to adjust the situation at hand. In practice, it's likely that either approach would give the same results in a given situation. The reader has his choice.

3. Since the negative has no opportunity to reply to the last affirmative rebuttal, should the judge make a distinction between this speech and other rebuttals?

In general no distinction is made between the last affirmative rebuttal and other rebuttal speeches, except to prevent certain types of unfairness.

It should be pointed out that the fact that the affirmative has the last word is not, in itself, unfair. Somebody has to have the last speech, and the affirmative was chosen in compensation for its burden of proof.

A few years ago, I heard a judge say that he made a practice of trying to refute, in his own mind, the arguments presented in the last affirmative rebuttal. If they sounded good, he allowed them to stand; but if he could think up an answer, he didn't allow them to stand. He said that since the negative didn't have a chance to reply to the last affirmative rebuttal, the judge must step in in the negative's place.* This judge overlooked certain consideration, (1) that he was forcing the affirmative to debate against both the negative and the judge, and (2) that he was in effect giving the negative one more speech than the affirmative. In his attempt to be fair to the negative, he had given the affirmative a severe handicap.

*The Editor suggests that the affirmative has an excellent chance to make the devastating remark: We have as Affirmative spent an entire constructive case advancing our proposal. The negative has spent a few minutes on this counterplan in the final constructive speech, knowing that we would have almost no time to devote to answering them. We leave it to the judge to decide if they have fully substantiated the burden they assumed when they proposed a counterplan and gave us so little time.

It is true, however, that unless certain precautions are taken, unfairness will creep in. For instance,

a. Suppose the affirmative significantly misquotes the negative in the last speech of the debate. Is the negative supposed to sit there quietly, hoping the judge will know enough to dis-that the judge will know enough to discard any conclusions built by the affirmative rebuttal, it does not.
er speeches, the opposition has a chance to call the judge's attention to misquotation; but in the case of the last affirmative rebuttal, it does not

b. Suppose that the negative brings up a certain argument early in the debate. The affirmative ignores it completely until the last speech of the debate, then refutes it, so that the negative has no speech for counter-refutation This seems unfair, but what can the negative do about it?*

Professor Quimbly points out that in this situation, the delay by the affirmative in making initial refutation may not be due to a desire to take unfair advantage, but rather to simple ineptitude on the part of the affirmative. He writes, "A youngster might simply forget to handle the argument earlier, or be cut off in his development of some other argument." We all agree that this would be poor debating; and there would be unfairness, but not deliberate unfairness. However, it seems that the penalty should be the same, whether deliberate or not, because it hurts the other team just as much regardless of the intentions of the affirmative.

The problem, then, boils down to this: How can we best prevent the types of unfairness caused by the special nature of the last affirmative rebuttal?

Here again, while Professor Quimby and I generally agree up to this point, we differ somewhat in the remedy. Professor Quimby suggests the judge should be on the lookout for unfairness of this kind, and should penalize it when found. Certainly this is solid ground on which to stand.

On the other hand, I prefer to define unfairness in advance wherever possible, so that the teams themselves know what to avoid, and so that the judge has a yardstick to help him. I also am inclined to believe that the negative is in a better position than the judge to notice such unfairness.

First, it seems to me that it's always wrong for the affirmative to wait until the last speech of the debate to make initial refutation of an argument that could have been refuted earlier. Whether done deliberately by the affirmative or not, it places the negative under a handicap—and since the negative has no similar opportunity, it seems to be an *unfair* handicap.

Second, I believe that flagrant misquotation or misrepresentation of facts is always wrong, whether deliberate or not. In all speeches except the last one, the opposition has an opportunity to call attention to such instances. To be fair, then, the negative should be given a similar opportunity with respect to the last affirmative rebuttal.

Therefore, I would recommend this procedure:

a. When the negative believes the affirmative is taking unfair advantage in the last speech of the debate, it may interrupt, be recognied, and state the nature of the objection.

b. The affirmative may then briefly defend the statements in question, or correct them and apologize.

c. If the judge determines that the negative charges were true, and that unfairness did occur, he penalizes the affirmative by throwing out the arguments in question.

d. Unless the negative interrupts, as provided above, the judge makes no distinction between the last affirmative rebuttal and any other rebuttal speech.

**The Editor thinks this an unwarranted assumption. No judge has a right to force either team to debate him.*

**May the editor speak again: Suppose the Negative harps all the way through the Compulsory Arbitration debate—How are you going to enforce it? and the Affirmative waits until the final rebuttal, completely ignoring the argument, and then says: "Well, gentlemen, you asked for it. You insist that we haven't answered you. Here is our answer. It is the government's business to enforce law, and not ours to say how they are to do it. We maintain that any government worthy of the name is capable of enforcing its laws. We have paid no attention to this argument because we believe it irrevelant to the merits of the question. It is our business to determine whether we should have such a law on the books, rather than how it is going to be enforced. We do not believe that defiance, evasion, and violation are legitimate arguments against a law any more than rebellion against government is a legitimate argument against government."*

May we say we have heard this last rebuttal position completely flabbergast experienced debaters.

Editorial and Comment

IT IS A MATTER OF POLICY

A college teacher attempting to turn editor and business man has his hands and mind full. We make that prefacing statement, hoping to gain from you just enough sympathy for our predicament, that you will be plenty lenient when you find us making a mistake. We do make them — much as they chagrin us — we do let details escape. We fail sometimes to get payments properly credited and then when, according to our policy, it is tmie to send out statements again, we may bill someone who has already paid.

That, of course is entirely unintentional and most embarrassing when we find out we have done it. Sometimes we can't believe we have done it, but we usually find the "customer is right." When that happens, all we can do is get the record right and beg you to excuse and overlook our mistake. Any one can make a mistake. How true!

Some of our mistakes have arisen because we have had to devise our business methods as we go, from experience, when our foresight has not been effective. We had to learn our business. We had to learn the most effective way of doing things, or at least the surest and most accurate way of doing things. We did not know, in the beginning, what records we would use or need. Gradually we are getting down to a system, which we hope will avoid many mistakes.

The magazine business is a rather peculiar business—an exacting one to keep records on. Each subscription requires time and attention. As we are a quarterly they begin at four different times. That is obvious. They tend to bunch up, however, into two large divisions—on the school year and on the calendar year.

We try to send out quarterly two kind of statements: expiration notices and reminders, and bills for unpaid subscriptions. This is work enough, even after the two quarters that are light in subscriptions. When one offers the typical magazine inducements to gain subscriptions such as extra copies or reduced rates, one is inviting extra work and trouble.. We certainly found that out. and also found out that we succeeded in mixing ourselves and subscribers up over expiration dates, or renewal times and such matters.

We find that most libraries are careful and keep records and know what they are doing; that most individual subscribers keep no records and can't trust their memories—no more than we can trust ours. Details have to be put on record. We are doing our best to keep ours straight, and if we should fail, please don't judge us too harshly. Frankly we have too much to do to reach perfection.

Let us say one thing—we welcome your letters when you are seeking to get a mistake set right. If you are not getting your copy, let us know. We may have failed to get your name and address on the mailing list. The copy may go astray, and we would never know unless you write us. This has happened several times. We have sent as many as three copies of the same issue before we reached certain destinations. Frankly, we do not know what became of all those copies, but we take the subscriber's word about whether he has received his copy. Occasionally a library finds out that it has received its copy after all, after sending in a grieved complaint. But that is absolutely all right. They can make mistakes also, but we want the complaints to come to us for most of them are O. K. and legitimate and can be set right.

To the libraries that use agencies for their magazine subscriptions, may we say that we hope they will send the complaints directly to us. We get them sooner that way.

Also, don't be alarmed if you get an expiration notice, after you have paid the agency. They are busy, have a lot of details to take care of and may not have reached us with your renewal at the time our statement went out. One of them got sore at us for getting out our notices before they could get the renewal in, but saw the point when we explained our system. We feel that you should know when your subscription begins and ends and it is our purpose to let you know as promptly as possible. Now that we have all this off our chest, let's turn to other things.

E. R. N.

PRIZE FIGHTING AND DEBATE

By George M. Musgrave

The Louis-Walcott fight last winter raised once again the problem of deciding the winner in a fight which does not end in a knock-out. Some concluded that two of the judges were blind. Others concluded that the judging method itself was at fault. Still others believed that the decision was entirely fair and correct. An interesting parallel exists between this case and a corresponding problem in debating.

Those who believed the Louis-Walcott decision erroneous did so on the ground that Louis was in worse shape than Walcott at the end of the fight. The condition of Louis' eye, in particular, was mentioned. It was said at the end of the fight Walcott was relatively fresh. If one accepts the premise that Louis, in fact, did take more of a beating than Walcott, it is hard to avoid the conclusion that the decision should have gone to Walcott. If, on the other hand, Walcott took more of a beating than Louis, then the decision must have been correct. The goal in fighting seems to be to beat up one's opponent and, if possible, knock him out. How one goes about this is a matter of individual preference, limited by certain rules. So long as the fighter stays within those rules, his accomplishments should be measured in terms of his success in reaching the goal, not in the terms of the number of rounds won.

As in debating, the scoring system of fight judging was introduced as a result of widespread dissatisfaction with previous judging methods. And like the score-sheet method of debating, it leaves much to be desired. If some objective method could be found for determining which fighter came closer to the goal, scoring by rounds should and probably would be eliminated. Conceivably a fighter might display less skill than his opponent for 14 rounds, and then put on a slugfest that all but breaks his opponent's neck. The net result could be that he inflicts more punishment in the last round than had been inflicted in the opposite direction during the preceding 14 rounds. Surely in such a fight the man who comes closer to the goal should get the decision; yet under the present system of scoring by rounds he does not.

When nations, rather than individuals, are fighting each other, the war is not necessarily won by the nation winning the greater number of battles. The victor could lose most of the battles and still win the war. The magnitude, rather than the quantity of battles won is more decisive. And the war is not necessarily won by the side displaying the greater number of individual skills. One important blunder can more than outweigh a host of skillful maneuvers. Aggressiveness, for which Louis is credited, is not necessarily important or decisive. The term "Pyrrhic victory" brings to mind the sort of thing that can happen. Wars and prize fights are determined solely by the relative degree of success of the two sides in reaching their goal: in this case, inflicting

damage. One can see how unsatisfactory it would be to try to determine the winner of a war or a fight by the number of battles or rounds won.

One further parallel: Chess games are won by the player checkmating his opponent's king, not by the number of pieces taken. Loss of men is serious, but many times the player with the fewer pieces (in both quantity and value) checkmates his opponent's king, thereby renders all of the other pieces valueless, and wins the game..

In debating, the situation is not dissimilar. One cannot determine the winner by the number of individual speeches won or by the number of individual skills in which one team happens to excel. Quantity of speeches won or quantity of higher skills means little, for one skill could do more damage than everything else rolled up together. A debate can be judged accurately only in terms of the relative degree of success of the two teams in reaching their goal—doing what the proposition demands. The speeches, in which they accomplish this or the quantity of skills in which they excel, is of little importance, so long as they stay within the rules.

To me, the conclusion is that prize fights, war, chess games, and debates are won by the side coming closer to the goal. This can be determined only by noting which side *does* come closer to the goal, not by adding up the individual number of skirmishes won or by noting the quantity of individual skills displayed.

A LOOK AHEAD

L. D. Hanks, coach at Marshall High School in Los Angeles, has just contributed an interesting article to the Los Angeles School Journal of March 1, 1948. We hope to reproduce it in the June number. It is on "A Modern Forensics Program."

An article by Frances F. Feris in the Western Speech of February 1948 is creating considerable comment. It is entitled "It's Not Debatable." One cannot read this without considerable commiseration. Miss Feris is a teacher in Natrona County High School, Casper, Wyoming, and evidently is fed up on the way forensics are sometimes (we hope not often) conducted by her fellow teachers, or at least by the results obtained. As an example of how debate and declamation ought not to be conducted, we shall, with proper permissions, reprint this article in the June number.

We are hoping also to have a delayed article on Debating from Dr. James H. McBurney of Northwestern University. Also articles from Prof. E. C. Buehler of the University of Kansas, and one from Thorrel B. Fest of the University of Colorado on Debate financing.

If the Editor can get a little extra time from a busy life he would like to write out his talk at the Salt Lake Convention on the Future of High School Debating.

A WORD ABOUT OUR NEW COVER PAGE

Did you notice the change in cover page and format. We hope you will like it, or not be too severe on it. We are not yet entirely satisfied. We think we shall make this a transitional issue and see if we cannot make things better by the next number.

Note also that we have accepted the quarterly journal attitude toward our date of issue. For many reasons, some hard to explain, we have not always made the month our magazine is dated. We detest late issues also. From now on we are using the Spring, Summer or Vacation, Autumn, and Winter designations. We shall do our best to stay as near the right dates of issues as we can.

It will be a policy from now on to put a picture on the cover page if one is available. We shall continue the policy of featuring a college or high school in each issue, and the picture on the cover page may come from that source. This time, we are using a picture the West Point Military Academy sent us. We are doing it because they took this issue for their publicity purposes, and because their national tournament is coming up.

We are sold two issues ahead on these pictorial or feature pages. If you are interested in a write-up with pictures for your college, write us and make arrangements. Also if you have an unusual speaker, whom you think should be featured, write us. If there is some speech personality among speech teachers whom you think we should include in a future number, write us. We welcome your suggestions and comments.

If you have a debater or orator who has made a notable career, and you would like to see him in our department of What Becomes of Debaters, send us a write-up and his picture. May we reiterate, this is your magazine, and you can write for it.

RADIO SCRIPT CONTEST

The Association for Education by Radio is holding a Radio Script Contest with National and Regional Awards. Any college student is eligible to enter by sending in a radio script typed in radio style and double-spaced to AFR Radio Script Contest, care University of Oklahoma, Norman, Oklahoma, before March 30, 1948.

Each script must have a face sheet on which must appear:

1. Title of the script.
2. The name of the author.
3. Author's address.
4. The classifification of the script, i.e., 1, 2, 3, 4 or Special. Classes are: 1. Original Dramatic script. 2. Dramatic Adaptation. 3. Non-dramatic scripts for one voice (talks, news, sports, women's programs, etc..) 4. Non-dramatic scripts for more than one voice (interviews, discussion programs, etc.) Special Class—Scripts suitable for home or school recording. Lengths optional, but 2:00 3:30, and 5:30 playing time preferred.

OFF CAMPUS AUDIENCE

Continued from page 9

veniently used. It is because of variety that other speakers besides the hard-hitting college debaters may be used.

6. Finally, I recommend the expansion of the off-campus forensic event as an antidote for the present trend toward over-expansion of the college debate tournament. I have no major criticism of the judicious use of a properly conducted debate tournament. The debate tournament is here to stay, and it forms part of the core of our whole forensic program but I do decry the semi-professionalism that has crept into some of our debate tournaments. I speak with much conviction when I say that I do not consider it to be fair for a college to spend more than half of its forensic budget on a handful of debaters who are entered in a half dozen or more tournaments and who debate the same subject forty or fifty times a year thus denying many other deserving students on the campus valuable forensic experiences. I say it would be much better to delete the tournament phase of our activity and expand the off-campus speaking events.

**From the January 1948 Gavel of Delta Sigma Rho.*

OUTSTANDING STUDENT

Continued from Page 37

he leads the members of the NFL with 829 points.

His fellow students find him most eager to help. He holds a number of school offices including President of the NFL Chapter, Vice President of the Student Council, President of the Band, Co-Editor of the Greyhound Annual, and President of the Junior Classical League.

Business is his future interest. His plans call for him to attend one of leading national universities, such as Harvard or Yale.

Speech Personalities

Presenting Professor Arthur A. Hopkins

PROFESSOR ARTHUR A. HOPKINS
University of Florida

BY WAYNE C. EUBANK
Speech Department, University of Florida

Arthur A. Hopkins, Professor of Speech at the University of Florida for fourteen years, died on November 9, 1944, at Gainesville, Florida, following a heart attack. He was 55 years old.

Professor Hopkins was born in Aldenville, Pennsylvania, on May 4, 1889. He attended the public schools of Pennsylvania before earning a bachelor's degree at Brown University and a master's degree at the University of Iowa. Before joining the speech staff at the University of Florida, Professor Hopkins taught at Friends College, Oklahoma Baptist University, and Illinois Wesleyan University.

Forensics in the South suffered a great loss with the passing of Professor Hopkins. Under his masterful direction the University of Florida debate squad gained national recognition. He was a member of Tau Kappa Alpha, Pi Kappa Delta, the Speech Association of America, the Southern Speech Association and the American Legion.

Funeral services were held in Gainesville, Florida, November 11, 1944. He is survived by his wife, Mrs. A. A. Hopkins of Gainesville and a daughter, Mrs. Ralph Martin of Jacksonville, Florida.

In the words of Professor H. P. Constans, Head, Speech Department, University of Florida: "Professor Hopkins was a man whose intellectual integrity and honesty were never questioned, whose judgment was sought and respected, whose life was an exemplification of Christian principles."

Remarks for the Good of the Order

ON JUDGING DEBATE

By LIONEL CROCKER

A RECENT issue of *The Speaker* carried an article on "Who Is Judging What?" We all will agree that standards of judging are far from uniform. The debater was puzzled and ready to give up. Who can blame him?

On a critique in a recent tournament I noted that the judge said, "Because I look upon debating as a contest in public speaking, I give the decision to the Affirmative."

Is the debate a contest in public speaking? To be sure it is. But it is much more. What distinguishes the debate from the oratory contest? Is it not ths clash between the two teams on the *issues* of the debate? There is no such clash in oratory.

Is the judge to give the decision to the side that has the better organization? No. Not on that alone. Only as organization helps to show which side won the battle of the issues will organization play a part in the decision.

The judge must decide whether the Affirmative, despite all the attacks of the negative, met the requirements of the proposition and made it stand.

The judge must decide if the Negative prevented the Affirmative from proving the issues which support the proposition.

We come to this conclusion: Of all the processes involved in debating analysis is the most important. The Affirmative through analysis arrives at the issues. The Negative either agrees or disagrees with the analysis of the Affirmative.

The issues will come out of the history and origin of the question, from the definitions, and from the proposed line of action. They will arise from an exposition of the need and plan, from the principle involved and from the application of that principle.

(Judges and teachers of debate should make up their minds on the interpretation of the word "should" in a proposition of policy. Debaters should not be allowed to go on in the dark regarding this word. We should all agree that *should* includes *could*, but does not include would.)

Let the judge then decide on who won the clashes on the issues.

If there is only one issue and the Negative prevents the Affirmative from maintaining this issue, then the Negative wins the debate. If the Affirmative is successful in offsetting the attack of the Negative on the issue, then the Affirmative wins the debate.

(The judge must not read into the debate his own analysis of the debate, but he must take the analysis which the two teams agree upon. The decision must be rendered upon the debate as it progresses on the floor.)

How can one side win an issue? By superior reasoning and evidence. Reasoning will show in tearing the case of the opposition apart, and also will show in how one's evidence supports one's own case. Evidence is made up of statistics, facts, illustrations, and opinions. Reasoning is more important in a debate than evidence. Debating is a battle of wits. What use is made of evidence? Is it used to destroy the issue or support it? Evidence *per se* is of little value.

No debate can be decided by adding up points: so many points for delivery, so many for organiation, so many for material, etc. We are speaking of *judging*, not about *addition*.

The Affirmative has the burden of proof. Does the Affirmative accept that burden and maintain it? The judge should render his decision upon this, and this alone.

From The Speaker of Tau Kappa Alpha, January, 1948, Page 6.

DEBATE: PROMOTION PROBLEMS AND TECHNIQUES

By BARRETT DAVIS, *Lehigh University*

In this postwar era, we find on most campuses that debating, as we practice it, is rapidly losing an audience—in fact, it has no audience.

The question before us is how can we

***From The Bulletin of the Debating Association of Pennsylvania Colleges, December, 15, 1947, Page 20.*

restimulate an interest in the forensic activities on the college campus? In the first place, it is again time for those of us who are actively engaged in directing forensic activities, to sit down and discuss the "age old purposes"; and secondly, we need to find the cause for the lack of an audience.

At this particular time, I do not want to enter into a discussion of our purposes, but rather present a few questions which I feel need answering. Is debating a CONTEST or a search for truth? Is debating a GAME or a device for solving current social and political problems? And are we preparing students for society as it is, or as it should be?

Personally, I believe that debate is a search for the truth, and an attempt to persuade others to accept that truth, thus aiding the debater and listener in the solving of the problems facing them.

I feel that our present system of debate contest has lost sight of this major debate objective. We have lost sight of "our search for truth" and have concentrated on the winning of a contest, with the result that the mature student is not interested in our activity.

For example, it is impossible to get more than 20 or 30 to attend an intercollegiate debate on the subject of Universal Military Training, but another organization on our campus can hold a town hall forum on the same subject and get an audience of between 300 and 400 people.

I firmly believe that if we are to promote greater interest in forensic activities, we must adapt our form and style to meet the needs of our more practical minded and mature students. The contest debate, as such, is not considered by them to be practical, since it does not offer a large enough group to gain experience, nor does it allow the expression of one's own thoughts. Furthermore, it does not offer great enough choice in topics. In order that we may give the greatest good to the greatest number of active participants, both debaters and audience, we should promote more panel discussions, symposiums, and open forums. I also believe that on these panels and forums we should use public and campus authorities on the platform with the debaters. To further stimulate this interest it seems to me that we should break away from the close adherence to the national topic.

An example of what I mean is this: We, here at Lehigh University, are debating 21 colleges, ten of those debates are on the national question. It seems perfectly logical to me, therefore, that it is asking for a miracle to expect an audience to arrive for each one of those debates. If each intercollegiate debate was on a different topic and a sincere effort was made by the debate team to search for the truth and present "that truth," we would be able to make an impression, and the remarks would be followed by an open forum, and give a legitimate appeal to the rest of the campus to attend.

There are, of course, other ways of developing interest among the debate group, such as promotion of inter-campus inter-club forums, radio discussion panels, and appearances before community groups.

If we, as an organization interested in Speech, would take time to evaluate our work and a restatement of our forensic activities and objectives, it seems to me that we could bring back to the campus of our respective colleges a greater interest in national and international problems of importance to the college generation.

In doing this, I do not in any way mean to insinuate that we should not teach the basic fundamentals of debate or logic. But rather, we should seriously consider developing a style of delivery of these basic principles which will answer the obvious needs of the public we hope to get. If we do not do this, our international relations clubs, our town hall forums, and our other campus organizations will do it for us. This will leave our debate societies right where we they are now—with no audience.

Debate Techniques

THE USE OF CHARTS, GRAPHS, AND VISUAL AIDS

BY EGBERT RAY NICHOLS

One of the most useful devices to aid the debater is being neglected these days by the head-on collision debater, whose unfamiliarity with strategic debating has been commented upon previously.

The neglected aid in debate is visual aids. They are quite legitimate up to a certain point, and there is, of course, ethical considerations in their use, such as leaving the chart up long enough for the opposition to have a chance to use it (if they can.)

The time in a debate is, for the average speaker, (10 minutes) too short, and any help that visual aids might give, as long as they are legitimate are time-savers. Second, they are useful for clarity. And third, they stand through the debate and aid the memory or remind the hearer.

Much of value in summary of a plan can be placed on a chart. The hard pressed speaker will find it a valuable aid, and an especially efficient way of keeping his case in the judge's and hearer's minds.

This year's subject on Federal World Government is peculiarly adapted to the outline of a government on a chart. For lack of time or for a more unworthy reason, most affirmatives are skimping on explanation of the form and principles upon which their federal world government is to operate. They leave it so blissfully indefinite that one wonders if they really know what constitutes a government. It could be easily set forth by use of a chart and no really valuable time would be lost. Much would be gained by this method of clarity and honest dealing with the audience, the judge, and the opposition.

There are persons who question the use of charts, but it has always seemed to me that their objections were far-fetched and hardly valid. Upon looking into the book Professor Baccus and I perpetrated and foisted upon the debate world in 1936 by main strength and awkwardness, I find that we recorded there the following remarks:

"The debater has one method that may be used that is not speaking, but appeals to the eye, and that is the use of charts, diagrams, graphs, etc., prepared before the debate and displayed and explained during the course of his speech. Some coaches and some judges object to this method, presumably upon the ground that an appeal to the mind through the sense of sight is unfair in an oral discourse or contest. However, the other side has the same privilege if they choose to make use of it, therefore, it certainly is not illegitimate on this ground. If charts, diagrams, graphs, maps or similar exhibits give accurate information and render inferences and conclusions more easily made, why not use them? Moreover, the visual appeal, or eye-appeal is always a strong one—often stronger than the ear-appeal upon which the speaker is dependent, so, once again, why not use the more effective way of reaching the minds of the audience? Again, the chart can be left before the audience, a standing and visible argument. It does not come and go in the same way as the spoken

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Book and Magazine Article Reviews

UNIVERSITY DEBATERS' ANNUAL

Edited by Edith M. Phelps and Ruth Ulman

The H. W. Wilson Company, 950 University Ave., New York 52, N. Y.

THE University Debaters' Annual which has reached our desk is an excellent compilation of the debates during 1946-1947. Teams selected represent different sections of the United States, also Hawaii and England.

Nine debates are printed in full, giving a fairly clear cross-section of intercollegiate debating during this past season. The subjects listed are varied and hold the stage in popular interest today.

The comments preceding each debate introduce the speakers, the chairman or moderator, explain the form of debate (decision or non-decision) explain if the program is in the nature of a Forum of the Air, giving the radio station which carried it. Acknowledgment for the transcription, also for the arrangements for said debates or forums is given to the Speech Departments or to the Coaches.

In order that you may see for yourself the range of subjects and selection of Universities and their debating teams we give the following outline of chapters.

I. UNITED NATIONS: A WORLD ORGANIZATION

Ohio Wesleyan University. Affirmative, Miss Ann Boggs, Miss Jeanne Lemal.

Ohio University. Negative, Miss Carol Brosmer, Miss Betty Newland.

The question is, Resolved: That the United Nations should be changed into a Federal World Organization.

II. STATEHOOD FOR HAWAII

University of Hawaii. Affirmative, Kenneth Saruwatari, Barry Rubin.

Stanford University. Negative, Dow Carpenter, Frank Church.

Resolved: That Hawaii should be granted statehood.

III. OUR NATIONAL LABOR POLICY

University of Nebraska Forum of the Air. Radio station KFAB, Lincoln, Nebr.

Participants, Earl Pollack, University of Minnesota; Eugene Christiansen, Yankton College, South Dakota; Ernie Friesen, University of Kansas.

IV. WAR WITH RUSSIA

University of Iowa. Affirmative, Douglas Williamson, Leo Ziffren.

University of Missouri. Negative, Robert L. Varner, David Westfall.

Resolved: That this house believes war with Russia highly probable within the next generation.

V. COOPERATION WITH RUSSIA

Champlain College. Affirmative, Daniel Ewanik, Otto Mertz.

Middlebury College. Negative, George Newcomb, Charles Parker.

Resolved: That cooperation with Russia is the most vital necessity of United States foreign policy.

VI. WHAT OF OUR FUTURE?

University of Arizona. Affirmative, James F. McNulty, Oliver Neibel.

University of Southern California. Negative, Eph Konigsberg, George Grover.

Resolved: That this house pities its grandchildren.

VII. LABOR AND PUBLIC HEALTH LEGISLATION

Legislative Conference on Public Affairs.

What Federal Legislation Should Be Enacted Regarding Labor and Public Health?

On campus of Ohio State University.

Schools participating: Bowling Green State University, Capital University, Case School of Applied Science, College of Wooster, Denison University, John Carrall University, Kenyon College, Ohio University, Ohio State University, Ohio Wesleyan University, Muskingum College, Oberlin College, Purdue University, University of Akron, University of Cincinnati, University of Illinois, Washington and Jefferson College, Western Reserve University, Youngstown College.

Program followed the general pattern of "America's Town Meeting of the Air."

VIII. CONTROL OF ATOMIC POWER

Linfield College. Affirmative, Paul Winterstein.

University of Oregon. Negative, Warren Miller.

Resolved: That the United Nations should exercise exclusive control of atomic power.

This debate was a revision of the familiar Oregon cross-question plan with only one representative for each side. Took place on University of Oregon campus, in Eugene.

Dr. Robert Clark—Moderator.

IX. GREAT BRITAIN-UNITED STATES ALLIANCE

(*An International Debate*)

Bates College, Lewiston, Maine and Oxford Union, Oxford, England.

Affirmative, F. R. P. Hinchcliffe, a former president of the Oxford Union (New College), Edward Dunn, of Bates.

Opposition, Norman J. Temple, of Bates, Peter E. Kroyer, of Oxford.

Resolved: That this House considers that Great Britain and the United States should form an alliance.

This debate took place on the floor of the Oxford Union—a *typical, parliamentary debate.* The account of it, taken from notes of the Bates debaters and from *The Iris,* the Oxford University magazine, is almost as good as a visit to the Union,

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USE OF CHARTS, GRAPHS AND VISUAL AIDS

Continued from Page 43

word. The chart should always be left available to the opponents after being introduced into the debate, for they have a right to examine it, to criticize it, and to refute its value if they can find a way to do so. It is not courtesy to withdraw charts, graphs, maps, etc., without giving the opponents a chance to consider them."

Evidently, from the above, we accepted them as normal and effective procedure, if handled ethically. I see no reason for changing that stand.

In using a chart, one must take care that his opponents will find nothing that can be used against him while the chart is standing as common property in the debate. To make a chart that will be effective one must have skill, clever ideas, or be lucky in the material he finds capable of such a spectacular use.

Visual education is being used considerably nowadays and is a welcome process in reaching and impressing the mind. It is better both to see and hear, than merely to hear. The impact on the mind is much stronger and more satisfactory. Because of its effectiveness, the opposition will do all in its power to discredit the chart, use it to defeat your purposes, or try to waive it out of consideration. If the chart is carefully and shrewdly devised it is all but impossible to have it used against you by the opposition. Unless, however, one safeguards himself from this inevitable attempt and renders it impossible, one takes a chance on introducing a chart.

There is but one question to ask, is it worth the risk? If the possibilities are in the affirmative—Why not use a chart?

Most speakers need experience in the use and handling of visual aids and here is one way to get it. Besides one may help himself a great deal in the psychology of persuasion and conviction.

EXTEMPORE SPEAKING

A *Handbook* by DONALD L. HOLLEY, *Department of Speech, Geneseo Township High School, Geneseo, Illinois*

The H. W. Wilson Company. New York — 1947

In the preface Mr. Holley says, "This s a *handbook*, not a textbook. It has been lesigned to codify and simplify the basic principles of extempore speaking. Stulents, instructors and coaches are usualy too busy these days to approach a new problem by the long route. Too much reading, too much detail, and too much heory may render a subject unhappily edious and discourage its pursuit. For this reason the author believes the reader will welcome a short-cut to the basic facts."

I would have welcomed just such a book is this when I was teaching. I know what Mr. Holley is talking about. In his introduction under Advantages of Training in Extempore Speaking, he brings as witnesses to the value of such training the high school students who had competed in the Illinois state finals, April 1946: I like this. The boys and girls are fully aware of the gain received from the efforts put forth in the "extempore contests", and they say so in no uncertain terms.

Under the following chapter headings "The Speaker, the Speech, the Coach," the handbook fulfills its purpose of getting across the needed information with *enough detail* to enable the student and the coach to receive the very assistance they desire. The student has clear and definite directions for every bit of ground that must be covered if he would become an accomplished speaker.

The Speech is taken up apart from the Speaker, with the treatment of its basic contents, its organization and the requirements of oral style. An extempore speaker must follow out the plan of speaking he has announced in his introduction because an intelligent audience appreciates "faithfulness to the subject, just as they will become disgusted with a rambler on many subjects". This is quoted from the summary in this chapter.

UNIVERSITY DEBATERS' ANNUAL

Continued from Page 44

famous as a training place for future members of parliament.

In the University Debaters' Annual, besides the introduction to each debate, we find the briefs and summary of arguments with complete bibliographies following each, which gives much added value for students and coaches, as well as for all readers who are searching for the facts on these different subjects.

Handbook for Discussion Leaders, by Jeffery Auer and Henry Lee Ewbank, Harper and Brothers, New York City, N. Y. 1947. 118 pages $1.75..

Leaders of church groups, service clubs, women's clubs, and forum groups will welcome this handbook when they are planning and leading a discussion program. The authors should be commended for presenting discussion techniques in such a manner that the handbook can be of practical use for group leaders.

The authors not only consider the leaders responsibilities in a general manner, but they carefully illustrate procedure for each type of discussion. The evaluation of each discussion form enables the leader to select the discussion procedure most suiable for the occasion.

The handbook contains four chapters. They are: 1. What is it all about. 2. How do you get under way? 3. What's the leader's job? 4. What have you accomplished?

College of the Pacific.
Charles M. Gass

The Coach and his job compels our attention, whether we are coaches or students. From the first recruiting of students for extempore speaking, through the details of training for the beginners on up to the interscholastic competition for speech students, the author maps out the full time program of the high school speech coach. In no uncertain terms he states his belief in a system of competition, and shows what such systems do in the actual training of speakers.

A short chapter for the Judge gives valuable information showing how to handle specific judging assignments, with pages of sample ballots.

Appendix A contains rules and procedures of seven high school speech associations and one invitational contest.

Appendix B presents several Model Speeches of high school students, with the name of the student, the high school, the occasion and outstanding quality of excellence in the speech.

Valuable also is the bibliography of books, periodicals and Speech League Contest Rules at the end.

If one is eager to acquire the art of speaking easily and fluently we sugugest this handbook as a daily guide.

The University of Florida is instituting the A. A. Hopkins Debate Trophy this year in honor of their late head of public speaking, whose keen interest in forensics did much to further the interests of speech activities at Florida. Fifty campus teams will take part in an intra-mural tourney.

GENERAL NEWS NOTES

The Central States Speech Association will hold its annual conference at the Congress Hotel, Chicago, April 2-3, 1948. John Black of Kenyon College, Ohio, is president, and William Sattler of University of Oklahoma is executive secretary.

The Illinois Speech Association, under the leadership of Roberta Poos of Eastern State High School, Charleston, Ill., is attempting to revamp High School Interpretation contests.

The Indiana Association of Teachers of Speech held its meeting October 23, 1947, at Indianapolis, with Dr. P. E. Lull as chairman. The Forensics section looks extremely interesting:

1. The Case Against Debate. Ralph C. Lawson, Purdue University.

2. The Historical Importance of Debating. E. C. Chenoweth, Indiana University.

3. Debating—as a training ground for Leadership. Bertha Abner, Knox High School

4. Evaluation of Other Criticisms. Bertha Thornbough, Columbia City, Indiana.

5. A Practical Program of Debating for the High Schools of Indiana.

A. Present Status of Debating—W. R. Moore, LaPorte High School.

B. Outline of a Proposed Program—C. C. Shoemaker, Shortridge, H. S. Indianapolis.

The National High School Institute will hold its 18th consecutive session this summer at Northwestern University from July 5 to August 7, a period of five weeks. Top junior students in debate, public speaking, interpretation, radio and theater are eligible for membership. Applications received until May 1. Karl F. Robinson, Northwestern University, is director.

Dr. Karl R. Wallace is head of the newly created Department of Speech at the University of Illinois. He was formerly at the University of Virginia and is a Ph.D. from Cornell University at Ithaca, N. Y.

The Illinois Speech Teachers Association have just issued a most interesting bulletin entitled Speech News. Copies may be obtained from G. Bradford Barber, Illinois State Normal University, Normal, Illinois.

The Department of Speech of the University of Florida is now located in a new temporary building. The University of Oregon is planning to have a new building for its Speech Department between now and this time next year.

Glenn Capp and L. W. Courtney of Baylor University, Waco, Texas, are collaboratig in a new book, *Practical Debating*, to be published by Lippincott.

News Notes and Personals

Emogene Emory, formerly coach of Debate at Mary-Harding-Baylor College for Women, at Belton, has joined the Speech staff at the University of Texas.

Lester L. Hale, of the University of Florida, is president of the Southern Speech Association this year, and Claude L. Shaver of Louisiana State University edits the Southern Speech Journal.

The Pennsylvania Colleges have just issued an attractive Bulletin of their Debating Association—the twenty-fifth anniversary edition. It contains articles by: John H. Frizzell, John D. Makosky, Gordon F. Hostetler, Glenn W. Timmons, Barrett Davis, Roy Wilkinson, Jr., and is edited by Clayton H. Schug. We hope to reprint and share some of these articles with you later.

Among the highlights of the Salt Lake City Convention of the Speech Association of America were: The address of Vivian Meik at the joint luncheon, the organ recital at the Tabernacle, the production of Peer Gynt at the University Theater, and the Western Association dinner, with the address of James H. McBurney on "The Radio Audience Talks Back."

J. H. Baccus of Redlands was elected to the presidency of the Western Association of Teachers of Speech for the coming year.

Robert D. Clark of the Speech Department of the University of Oregon and retiring president of the Western Association of Teachers of Speech, has been appointed assistant to the dean at Oregon University, and assumed his new duties January 1. He is keeping only a few hours of speech work. That explains why Roy McCall was so insistently searching for another speech teacher at the Salt Lake Convention.

High school debaters might be interested in writing to The Reviewing Stand, the Radio Station of Northwestern University, presided over by James H. McBurney, dean of the School of Speech, for the Nov. 16, 1947, pamphlet dealing with Compulsory Arbitration. Vol. 9, No. 18. The Reviewing Stand is a weekly broadcast from Chicago, Station WGN, sponsored by Northwestern University, Evanston, Ill.

James H. McBurney, director of the Reviewing Stand, said at the Salt Lake City Convention that the more popular programs were not on such questions as The Marshall Plan, Should We Resume Price Controls, etc., but on such subjects as "Are You Too Old to Learn, Marriage Is On Trial, Tension in Modern Living, Is the Church Doing Its Job, etc.

David Lipscomb will entertain the tournament on its campus when the Southern Association meets at Nashville next spring. Batsell Barrett Baxter is coach at David Lipscomb.

Wayne C. Eubank of University of Florida has announced the dates of April 6-9 for the Southern Association Speech Meeting at Nashville. In the tournament five general events will be offered: Debate, oratory, extempore speaking, after dinner speaking and interpretation. There will be diviisons for high school, junior college, and college men and women. In addition a Congress of Human Relations will be held under the direction of Mrs. Bertha M. Hunt of the Andrew Jackson high school, Miami, Florida. High school students will make up the House of Representatives and college students the Senate.

W. Hayes Yeager took an active part in the convention of the American Management Association held at the Palmer House, Chicago, Feb. 16-18, 1948.

Dr. Bert Emsley, former director of the Ohio High School Speech League, represented the Ohio Speech league at the National Convention at Salt Lake City, Utah. Dec. 29-31, '47.

N. F. L. NOTES

Among the new Distinguished Service coaches in NFL are William S. Tacey, of McKeesport, Penna.; Irene Lighthizer, of Orlando, Fla., and Albert E. James, of Longmont, Colorado.

President Karl E. Mundt, of NFL, who is a Congressman from South Dakota, plans to try for the U. S. Senate in the primary next June. His many friends in NFL and Pi Kappa Delta will watch for the outcome with great interest.

The Niles, Ohio, McKinley high school chapter is the first NFL chapter in Ohio, and the fifteenth in the nation. It has maintained a record of quality achievement under the leadership of T. C. Bond, who has been there for 21 years. Mr. Bond is one of the diamond key coaches. Just at present his chapter heads the Eastern Ohio list.

Modesto High school is getting a new high school plant. This is handicapping their speech program, but their coach who is the new district chairman of the Northern California district of NFL is driving right ahead.

The state high school meet for California is scheduled for Bakersfield high school Saturday, April 17th. There will be eight teams selected for debate, and six contestants in the speech events, three from Southern and three from Northern California. Leonard McKaig, J. C. Coach, and E. L. Hedgecock, high school coach will act as hosts.

The National NFL Speech Events contests will be held April 30 - May 1, the place still to be chosen by the National Council. Later announcement for Kent State University, Ohio.

N. F. L. is dropping 33 chapters, making room for that many new, live-wire institutions.

PHI RHO PI NOTES

St. John's College, Winfield, Kansas, held its fourth annual speech festival December 15.

The Pueblo, Colo., chapter will probably hold an Arkansas Valley Tournament for high schools. Glenn L. Jones is leading the debate at Pueblo as active sponsor.

Carbondale, Illinois, the Southern University town, and Weber College, Ogden, Utah, are competing for the National Convention this spring.

Endicott Junior College of Massachusetts has recently joined Phi Rho Pi. The chapter was installed by a former national president of the order, Mr. Kroggel.

Coach Leonard McKaig of Bakersfield Junior College has an article in the January Persuader on "Why Not Try Oratory?" McKaig and the high school coach at Bakersfield, E. L. Hedgecock, will entertain the California state high school meet following the NUEA meets for Northern and Southern California at Stockton and Redlands.

Roy C. Brown, former coach at Virginia Intermount and a past national president of Phi Rho Pi, is at Abingdon hospital, Virginia, where he is the administrator. He is still interested in forensics and Phi Rho Pi.

Alfred J. Hiller of Grays Harbor College, Aberdeen, Washington, is getting squads ready for the tournament in the Northwest, another J.C. on the road back to active participation.

Mary Asseltyne, former president, is back at Virginia, Minn., and getting a squad ready for the year's activities.

TAU KAPPA ALPHA NOTES

Tau Kappa Alpha will hold its National Discussion Tournament at the University of Indiana, Bloomington, Indiana, April 22-24, '48.

Prof. Leslie V. Brock, formerly sponsor and co-director of debate at Waynesburg College, Pennsylvania, for the last 18 years has moved to the College of Idaho, Caldwell, Idaho, a Pi Kappa Delta college.

The Ole Miss chapter of TKA which sent Brinkley Morton and Jess Holleman to the West Point tournament last spring, has now sent them to the Mississippi Legislature. This leaves two important vacancies to be filled on the Ole Miss squad. Goes to show what becomes of debaters.

Ralph Arnold, coach at Muskingum, attended the University of Southern California summer session last vacation.

Bernard Phelps is sponsoring a Speakers Bureau at Miami University, Fla. Over forty speakers have been listed. This will be Miami's chief contribution to forensics this season.

Bridgewater will pick its debate squad this season from participants in an all campus debate tournament.

Ohio University, at Athens, with 33 new candidates out, is doubling its forensic program this year and reinstating freshman debate.

Dr. Solomon Simonson is the new debate coach at the University of Denver. Prof. Hugo Davis is teaching a course in Town Hall Forums, and Bert Hansen, formerly of Montana State, is sponsoring the Speaker's bureau which John Ackley, now at San Diego, California, operated last year.

Lynchburg College, Virginia, plans an active season in debate this year under Dr. H. H. Garrettson, debate coach..

The University of Utah won the sweepstakes trophy at the Montana State University tournament.

PHI RHO PI NOTES (Continued)

Wentworth Academy, under the able direction of Major D. C. Buck, is back in forensic circles again.

James D. Lambert, sponsor at Burlington J.C., Burlington, Iowa, has a large squad out this year.

Long Beach City College, under the leadership of C. Grant Burton, is active again this year in lower division circles on the West Coast.

Dean D. B. Campbell, dean of Custer County Junior College of Miles, Montana, is working to revive debate and the chapter of Phi Rho Pi this season. Their greatest handicap is distance from competition and lack of high school activity in the area.

PI KAPPA DELTA NOTES

Mr. Leo E. Sievert, for over twenty-five years legal representative for the Santa Fe Railroad System has been advanced to Executive Representative of the President, succeeding Mr. R. G. Rydin, and will remove from Los Angeles to San Francisco. Sievert was not only a debater in College but an actor, a full-back, and a devotee of poetry. Many still remember his Toast on "Where the West Begins" at the 1918 Convention of Pi Kappa Delta at Ottawa, Kansas. Sievert represented Redlands.

Egbert Ray Nichols, founder of Pi Kappa Delta, and editor of this magazine, was chosen second Vice President of the Speech Association of America at its Salt Lake City Convention Dec. 28-31, 1947. The new President is Rupert Cortright of Wayne University, Detroit, Michigan. The next convention of the Association is scheduled for Washington, D. C.

Glen T. Goodwell, former debater and member of Pi Kappa Delta, now Superintendent of the Monterey (Calif.) Schools has recently put out a bulletin on "Know Your Schools" which is chiefly on Communications and self-expression. His district is proposing a new junior college to be known as "Monterey Peninsula College." Approval of the California State Department of Education has already been gained. Construction of the buildings for the new junior college has already been started on an 87 acre tract near the Del Monte Golf Course.

The Little Pi Kappa Delta Meet at Ft. Collins, Colorado, is to have members of three Provinces present: The Plains, The Sioux, and the Pacific. A three day program is planned for April 1-3, nine rounds of debates are planned and a full discussion meet and oratory and extempore contests. Each chapter is to be allowed two representatives or two teams in each event. Attendance from the Coast is likely to be about unanimous. Redlands, Pepperdine, Linfield, Puget Sound and College of Pacific are making plans to attend, and Caltech is also likely to show up.

The tendency to hold joint province meetings seems to be growing. The Provinces of Missouri and Illinois are getting together March 25-27 at Coe College, Cedar Rapids, Iowa.

The February and March tournaments begin to take on a pre war look throughout the Pi Kappa Delta Territory. In February there are meets at Baylor University, Waco, Texas, Arkadelphia, Arkansas (Ouachita and Henderson State hosts). The Savage Forensic is set for March 5-7 at Durant, Okla.; the Smoky Mountain Meet will be in late February or early March at Maryville College, Maryville, Tenn. Lenoir Rhyne holds its South Atlantic Meet March 4-6. College of Pacific at Stockton, Calif., entertains the Coast colleges, March 25-27. Besides these, the Jan. and Dec. — also November meets were numerous.

Millsaps College, represented by Earl Eggers and Clyde White put up a fight for their tournament but went down to defeat in the finals to the University of Alabama team.

Two Louisiana teams won first in the experienced varsity division and second place in the novice division at Ouachita's warm-up tournament.

At the Louisiana State University warm-up in Dec. Southwestern Louisiana Institute placed second in both men and women's divisions.

St. Olaf, under the direction of Coach Nelson is trying out an extensive intramural contest this season.

On Dec. 11, climax of its 60th anniversary celebration, Nebraska Wesleyan formally opened its new Plainsman Theater with a production of Paul Osborn's "On Borrowed Time."

Lenoir Rhyne won five places at the Appalachian Mountain Forensic Nov. 14-15 at Boone, N. C.: T. C. Plexico, Oratory; Raymond Bost, men's poetry reading; Jane Caspar, impromptu speaking; Barbara Yount, women's extempore speaking and debate.

D. J. Nabor of East Central, Ada, Okla. was one of the speakers at the Discussion institute at Oklahoma University, Norman. The meeting was largely attended, about 400 representatives from 50 colleges being present.

Jack Carter of Southwestern University of Kansas seems to be having a good season. So far he has won individual honors at the Southwestern Meet Nov. 28-29; First place in Junior men's debate at Ada, Okla. Dec. 4-6; Sweepstakes honors in men's division at Ada.

Gordon Hostettler of Temple University has an interesting article on Senator Albert J. Beveridge in the January Forensic.

A team from UCLA won the Upper Division men's trophy at the Practice Tournament of the California Association at Caltech, Pasadena, February 6-7. The University of Redlands won the Novice Division with a new team, twenty-four hours old when it entered, composed of David Levering and Charles Ackerman.

Carl Burness, former Redlands debater and winner of the Extempore and Debate at the Knoxville Tournament of Pi Kappa Delta, is still in Japan helping with the government of Korea. He and Mrs. Burn-

ess have just announced the arrival of Stephen William Burness Dec. 18, 1947. They expect to return to the States next summer.

Joe Ikeguchi, Redlands orator at Bowling Green, is with the Army Intelligence in Japan. From his letters one gathers that he is losing faith in the Russians.

Herman Pinkerton of the Tennessee Polytechnic Institute chapter, with four members of his chapter installed the new chapter of Pi Kappa Delta at the University of Georgia, May 14, 1947. James D. Bailey is the coach at Georgia.

Merrill G. Christopherson is the energetic coach of the new chapter at the University of So. Carolina, and writes up the history of Forensics at So. Carolina for the Pi Kappa Delta January Forensic.

Pin an orchid or at least a rose on William C. Lang, of Yankton College, South Dakota. He frankly admits he would rather be a Speech Teacher than a college president or executive officer. As Lang has been Acting President and Dean and turned down a presidency, he ought to know what he is talking about, and what a lift he gives the rest of us toward academic self-respect!

B. K. Melekian of the University of Tulsa toured the Westcoast in February with two teams from his college.

Georgianne Johnson, of Luther College, Iowa, won the Oratory and Extempore speaking contests at the Province of the Upper Mississippi held at St. Olaf College, Northfield, Minn. Dec. 5-6. Miss Johnson won first at the National at Bowling Green last spring in Oratory.

DELTA SIGMA RHO NOTES

James McMonagle is now directing the Forensics program at Wayne University. Rupert Cortright was chosen president of the Speech League of America at the Salt Lake Convention. Dr. George Bohman has left Dartmouth to join the staff at Wayne University and will take over the duties of Chairman of the Graduate Committee of the Department. Dr. Bohman is a former member of Pi Kappa Delta. Dr. Cortright has lately been made head of the Speech department following Dr. Preston Scott.

D. S. R. is initiating a chapter at the University of Nevada, Reno. Prof. Seymour Vinocur is head of forensics at the University of Nevada.

The Gavel of D. S. R. published in its January 1948 issue a Topical Index of articles it has published since Volume 23. It covers the years 1940-47.

THE N. U. E. A. AND ITS ORGANIZATION FOR DEBATE

Compiled by HAROLD G. INGHAM, *Secretary, and introduced by the Editor.*

FOR a number of years the NUEA has been like the government commissions and organizations, a well known set of initials among high schools and colleges, but few perhaps have understood what it does or what it means in the forensic activities of the nation.

It has been the custom of the National University Extension Association to have within its organization one member on each university campus who sponsors high school debating and looks after it as a matter of university obligation to the public schools. This debate section has been active for several years in promoting high school debating, usually through statewide leagues, and cooperates with the National Forensic League. The latter held the National Contests, and the NUEA sponsored the state contests, except for District N. F. L. organizations which are not always state-wide but often only half of a state as in Ohio and California, and other states.

The NUEA undertook to sponsor the gathering of debate material on the annual subject and the publishing of a set of books, which developed into the well-known handbook and supplement, edited now for several years by Bower Aly of the University of Missouri. The NUEA also holds an annual meeting of the state association representatives and University Extension sponsors at the National Convention of the Speech Association of America. The General or National Secretary of the Debating Section of the NUEA is Harold Ingham, of the University of Kansas. He takes charge of the meetings at the convention, called for the purpose of choosing the National topics for the annual vote, and keeps the central office going. He also collects extra debate material and free material for the debaters of the country.

The officers of the state associations receive their free material from Secretary Ingham. He appoints the committee on phrasing the statements and digging up the information about them so that the members present at the annual meeting will be able to vote intelligently without doing a lot of extra work.

The scheme has worked extremely well. Many of the states such as Wisconsin, Ohio, Pennsylvania, Illinois and some others are well organized, and are very active in debate work in a state-wide manner.

Other states like California, Indiana and some others are headed by interested professors of Speech and not by representatives in the State University Extension Association.

A list of the state chairmen, alphabetically arranged, which will serve as a directory for those interested in the management of high school forensics, follows: *Mailing List—N. U. E. A. Committee on Debate Materials. Directors of State Interscholastic Leagues or Associations*

R. E. Tidwell, Dean,
University Extension Division,
University of Alabama,
University, Alabama.

W. Arthur Cable, Director,
Arizona H. S. Debating League,
Department of Speech,
University of Arizona,
Tucson, Arizona.

L. L. Hilton, Director,
General Extension Service,
University of Arkansas,
Fayetteville, Arkansas.

Prof. E. Ray Nichols,
Head, Department of Speech,
Redlands University,
Redlands, California.

Prof. Thorrel B. Fest, Secretary,
Colorado State Debating League,
University Extension Division,
University of Colorado.
Boulder, Colorado.

Dorothy D. Scarborough,
Extension Division,
University of Florida,
Gainesville, Florida.

Superintendent S. F. Burke, Sec.-Treas.,
Georgia H. S. Association,
Thomaston, Georgia.

E. F. Grider, Secretary,
Idaho H. S. Activities Assn.,
331 Sonna Bldg.,
Boise, Idaho.

M. F. Sprunger, Asst. Exec. Sec.,
Illinois H. S. Assn.,
11 S. La Salle St.,
Chicago 3, Ill.

Cole B. Brembeck,
Indiana State Debating League,
Manchester College,
North Manchester, Ind.

Dr. A. Craig Baird, Director,
Iowa H. S. Forensics Assn.,
Department of Speech,
Iowa State University,
Iowa City, Iowa.

Dr. Bruce Mahan,
Director of Extension. (Handles the distribution of materials on debate topics.)
State University of Iowa,
Iowa City, Iowa.

E. A. Thomas, Commissioner,
Kansas State H. S. Activities Assn.,

409 National Reserve Bldg.,
Topeka, Kans.

Louis Clifton, Director,
Extension Division,
University of Kentucky,
Lexington, Kentucky.

Gordon A. Webb, Director,
High School Relations,
General Extension Division,
Louisiana State University,
University Station,
Baton Rouge 3, Louisiana.

Dr. Brooks Quimby, Director,
Bates Interscholastic Debating League,
Bates College,
Lewiston, Maine.

Lawrence W. Crosser, Mgr.,
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University of Michigan,
Ann Arbor, Mich.

H. R. Peterson, Exec. Sec.,
Minnesota State H. S. League,
312 Plymouth Bldg.,
Minneapolis 2, Minn.

R. L. Davidson, Jr., Sec.-Treas.,
Missouri High School Debating League,
University of Missouri,
Columbia, Mo.

Ralph Y. McGinnis, Director,
Montana H. S. Debating League,
University of Montana,
Missoula, Montana.

O. L. Webb, Sec.,
Nebraska H. S. Activities Assn.,
Box 1028,
Lincoln 1, Nebraska.

Robert S. Griffin, Director,
State H. S. Forensic League,
University of Nevada,
Reno, Nevada.

Dr. J. T. Reid, Director,
University Extension Division,
University of New Mexico,
Albuquerque, N. M.

E. R. Rankin, Secretary,
No. Carolina H. S. Debating Union,
Extension Division,
University of North Carolina,
Chapel Hill, N. C.

Dr. Richard Beck, Mgr.,
H. S. Debate League,
University of North Dakota,
University Station,
Grand Forks, N. Dakota.

Paul Carmack, Director,
Ohio H. S. Speech League,
19 Derby Hall,
Ohio State University,
Columbus 10, Ohio.

Guy H. Brown, Acting Director,
Oklahoma Interschool Speech Activities,
Extension Division,
University of Oklahoma,
Norman, Okla.

Prof. K. E. Montgomery, Sec.,
Oregon H. S. Speech League,
Speech Dept., U. of Oregon,
Eugene, Oregon.

Lynn W. Thayer, Sec.,
Pennsylvania Forensic & Music League,
Extension Division,
University of Pittsburgh,
Pittsburgh 13, Penna.

W. H. Ward, Director,
Extension Division,
University of South Carolina,
Columbus 19, So. Carolina.

Cecil O. Monroe, Sec.-Treas.,
South Dakota H. S. Speech League,
Aberdeen, So. Dakota.

Dr. F. C. Lowry, Director,
Division of University Extension,
University of Tennessee,
Box 4218, U. T. Station,
Knoxville, Tennessee.

Roy Bedichek, Director,
Bureau of Public School Service,
University Extension Division,
University of Texas,
Box H, University Station,
Austin 12, Texas.

Director, Interscholastic Speech Assn.,
Department of Speech,
University of Utah,
Salt Lake City, Utah.

Richard L. Fletcher, Exec. Sec.,
Virginia H. S. League,
Extension Division, Univ. of Virginia,
University Station,
Charlottesville, Va.

Prof. James H. Henning,
Department of Speech,
University of West Virginia,
Morgantown, West Virginia.

Leslie E. Brown,
University Extension Division,
Room 4, Science Hall,
University of Wisconsin,
Madison 6, Wisconsin.

Bruno E. Jacob, Sec.,
National Forensic League,
Ripon College,
Ripon, Wisconsin.

Criticism of the Foregoing Debate

Continued from Page 18

teams came to me and said that they were in disagreement. One thought it should be required and the other thought the decision of the case should be mandatory, too. They were in definite disagreement on it and they both brought out some testimony that they had dug up to substantiate their views. I think it is entirely possible that you will run into teams this year who will use different contentions. If the negative has to guess what on earth the affirmative is going to propose, you have a big job cut out for you. If the affirmative team can advocate a decision which is not mandatory and if they don't have to show how the decision can be enforced, that is one kind of debate. If they must discuss what will happen if a decision is not enforced, then that may make a different kind of debate out of it.

I am not just talking out of thin air on this point. We debated at another time the question that the government should own and operate the hydro-electric power plants of the country. You think you know what hydro-electric means, don't you? I thought I did. There was one debating team which went to the dictionary and looked up the word hydro-electric. They found in the dictionary this definition. Hydro-electric means power that is generated by falling water or from friction caused by steam. On the basis of that definition they said that the question meant that the affirmative must show that the government should own not only those plants in which electricity is produced by falling water, but also all of those plants where it is manufactured by the use of coal and other fuels from steam and they went out to surprise negative teams with that definition and they won debate after debate because no negative team they happened to meet was prepared to meet that kind of an affirmative definition of terms. Then finally the matter was called to my attention—not that I was to sit as the arbiter, but it seemed to me that here was a case of debating going wrong because of definition. I think there should be a clear clash in a debate and that that clash should come because prior to the debate both teams know the proposition, the specific proposition that is to be considered or discussed.

Now let me suggest one more thing about this. This has to do with when the plan is to be outlined. Assume that we are now in debate. How long is an affirmative plan ordinarily considered? From the end of the second affirmative speech on, which means, leaving out the first affirmative speech, it gets about a total of twenty-five minutes consideration. You made me feel kind of old in this debate this morning because when I was a Senior in high school we debated this proposition that was debated here this morning. The Kansas Industrial Court

had just started and as a Senior in high school I studied the Kansas Industrial Court and Governor Allen's statements. That is a question which goes back about 27 years, and compulsory arbitration is a lot older than that. The first nation-wide strike in this country was in 1877. It seems to me that you debaters must realize that this is a whale of a big subject and if you are to do any good with it you have an awful lot of ground to cover.

My point is this: We have been debating this particular issue for at least 27 years and now we expect some debaters here to discuss it when they hear what the proposition is at the end of the second affirmative speech. I am not being critical of this debate except because this is what usually happens. It seems to me that at least early in a debate an affirmative team should indicate, if they haven't indicated before, what it is that they propose and then there should be a clash on that particular proposal.

Basic industries. That question did not enter into this debate this morning to any extent. Perhaps not as much as it should. It came out in the last rebuttal speech in the affirmative, but it was defined simply by enumeration in the first speech. As far as analyzation is concerned, suppose you look around and find out what those words mean. Then what is your next responsibility, and this is one which neither of the teams did. Then you are required to restate your proposition. What is it now that is proposd? What is that you are advocating? No one did this. The affirmative defined some terms and went on. When we say restate we mean put it now in terms that anyone can understand that will indicate what you are proposing.

So far as background of the question is concerned, that covers a long period. What is the purpose of this proposal? To stop strikes? To bring labor peace? As the debate developed this morning, the purpose was to stop strikes. You have some debates in which the affirmative team will probably take the other angle that they are trying to solve the problem of industrial peace. That means that you have got to be familiar with the long history of labor-management relations. You should at least know what the difficulties are that have been met by labor and management in the past year or you get superficial discussion. What is the history of the Kansas Court of Industritl Relations, which was mis-called here in the debate? And, incidentally, I interpret this as lack of familiarity with the subject matter. What about the cases that that court handled? What about cases of arbitration in other industries? Do you know we didn't get a single case settled this morning by either team of a decision of enforced arbitration in any American industry.

What is the history of federal labor legislation? What have we tried to do? What laws are on the books now? What are the provisions of the Wagner Labor Act of 1935? What about the NRLB decisions—because there has been a lot of difference about those decisions. How does the action of the NLRB differ from the proposal of the affirmative? One team or the other ought to find that out and bring that out. Learn about all the federal labor legislation and how it fits in with the affirmative proposal. What are the specific provisions of the Taft-Hartley Labor Bill? I thought both teams this morning were too glib. I heard a man in education say, "No one ever won a debate except a high school debater." He was being very critical of our activity. I believe in debating but I don't believe in the superficial things people do sometimes that are called debating and I think that debating can do an awful lot of harm if people don't know what they are talking about and I think it can be a lot of waste of time if people don't find out what they are talking about before they start talking about it. There is an awful lot of hard work going into it. High schools don't have the materials and libraries to get all of this information that I am talking about.

I don't believe there is any justification for a debater getting on a platform and pretending to know more than he does. The reaction of some of the people at our conference was that this is too big a subject for our high school students to debate because it involves a tremendous knowledge of economics and labor-management relations.

What I have tried to say to you in the last few minutes is that at the present time we are sitting at a point which is the end of a long period of activity in the industrial field and if your information on this subject is based upon a look through a book or a few magazine articles you may or may not have a very good impression of the whole subject. If you don't have a good understanding of this whole subject, then you have no reason to get on your feet and talk about it.

I want to discuss contentions and issues with you. An affirmative team and a negative team, both can start out with these four basic questions of analysis: Is there a problem for which a solution should be found? Does the proposed solution meet that problem? Do the advantages of this solution outweigh its disadvantages? Is there any better way of doing it? Those are the four stock questions you ask in an analysis. When you begin your analysis, what should the affirmative do? Is the problem strikes or is the problem labor disputes? Or is it both? Are we trying to settle both labor disputes and strikes with one swoop? That is important because the smart negative team may force you to take a definite position on that point. If you are trying to solve labor disputes, that is one thing because then you have got to get at the causes of those disputes. If you are trying to stop strikes, that may be something else because maybe you can simply pass a law and do that. Say that strikes will be declared illegal. I think the affirmative ought to know, however, what the causes of these disputes are and what the causes of strikes are. For the solution that is proposed must be related to those causes. I can't see that there was any effort made to do this or to check up on this in this debate this morning, but that is something that I think you should do.

What about the affirmative's position? You walk up to a situation and you find something wrong. Affirmative teams have done this for a long while. They are like the politicians who are out—they view with alarm. Something is the matter. Then having found this something, here is a specific situation which now we declare bad—in this particular case we say it is a strike or strikes. Here is something which is bad. What is the implication of that? I have got something that will solve that. I have got something which will do something about that which I call bad.

Now, a negative team may defend the *status quo*, but where a negative team very frequently gets in trouble is that they let the affirmative team shove the standard of perfection at them. What do I mean by that? As long as something is the matter you may or may not have a serious problem. If the negative is forced into the position where, as I thought perhaps they were this morning, where they are agreed that something is the matter, then they either have to do something about that or they have to show that something is the matter with the affirmative proposal as far as that thing is concerned. But you find yourself fighting perfection. There isn't an institution with which man is associated with which some

critic can't find some fault. I don't see anything the matter with this room, but I imagine someone could come in here and find something the matter with it. There isn't anything that can't be found fault with by someone. That could be applied to Ohio State University, to any department in Purdue University. Someone could say that that does not mean that you have a problem that calls for whatever solution you advocate.

We work in an old building, a building that is about 70 years old. They were putting it up the day they buried John Purdue and they named the university after him, so you know how old it is. People have looked at the old building and say it is outmoded and it ought to be torn down and a new building put up. It is still there—at least it was when I left. They still haven't convinced anybody that they have a problem that is serious enough to tear that building down and put another one up.

In this debate and in every debate, but in this debate particularly, the affirmative established a need—something is the matter. Now the negative doesn't want to begin the position of having to oppose perfection, but they can very easily get into that position. Then if they are forced to admit anything which any sensible person would say is the only thing to do, the debater says you are in a bad way because now you have got to solve your own problem.

I just want to say this last thing. I have heard this word "issues" misused in the debate, and whatever you figure out they are probably not issues. They are contentions and they remain contentions until you get in a debate and somebody clashes with them. An issue is a point of clash, of major conflict. There was one basic issue in this debate which neither team specifically mentioned, but both debated, and that was, is the right to strike inviolate? The affirmative took a definite position on that and said that in this case it is not and can be outlawed and should be outlawed. The negative all the way through talked about slavery and infringement on liberty, etc., and took a position on the other side of that. That was an issue but no one named it.

What is the purpose of debating? It is not to win debates for yourself or your school or your coach alone but that debating offers you young people something that will be good for you after you are through debating in high school. You can learn some things here that will be useful to you when you go out in your contacts with other people throughout your lives.

In interpreting and analyzing a question there is only one analysis, really. The purpose of the affirmative or the negative, as I see it, is to bring out the strongest points for and against a proposition the meaning of which has been agreed upon. I have heard a number of people say this is a poor question. One side or the other doesn't have a chance. I don't believe that because I believe that if a question is worded the way this is, there still is an opportunity for you to demonstrate your skill in speaking, to make some admissions, to recognize some things said by the other side are right. You don't hear admissions very often by debaters. "No one ever won a debate except a high school debater." That keeps coming back to me over and over again. That is why I am interested in this analysis; that when you get through with this season you people will know something about analysis. You will have gone into it. It may last you as long as it has lasted me. But you haven't got at a superficial thing. You haven't just gone out with a point handed to you to find some proof on that point.

What is the problem? What are the causes? What are the criteria by which any solution should be judged? Then apply this particular solution and judge it. If you are on the other side, recognize the fact that the man who is opposing you is not necessarily a moron because he happened to be assigned to that team. There is something that is in debating for you if you want to get it out.

I don't believe in debate handbooks. I have said several things, I suppose, that make me a radical, but I don't believe in debate handbooks and we never permit our debaters to see one. We don't buy them and usually they won't spend the money for them so they don't see them. I think these things that I have been talking to you about are things that the student should work out himself. I don't believe in ready-made cases. I don't believe in the briefs that are filed in them. I think you debaters should figure those things out for yourselves. When you figure them out for yourselves no one is going to take it away from you. If you work out your own definition—and I haven't given you the answers this morning—you have something that no one can take away from you and then your debating experience is going to be worth a good deal.

QUESTIONS FROM THE FLOOR

Q. I'd like to ask how much importance the question of politics has in this question of compulsory arbitration.

A. Well, I think that in this question, as in all questions, the factor of political control is a factor that should be considered. When you say how much should it be considered, I can't answer that, but certainly—that is, I think anyone who is opposing the argument of politics can point to the experiece of various governmental boards and say "here are these boards. As far as we have been able to see they have been relatively free from politics." If a charge is made that politics would enter in, then that perhaps should be substantiated by reference to appointments, etc. Yesterday's paper, for example, cites a case of the March of Dimes Fund and says that the Democrats used that (I am not making a political speech here) used that fund as a basis of political appointments. You can say that here are officials appointed not on the basis of merit but on their financial contributions to a specific fund. That is politics. But whether or not that is a sufficiently general situation or whether it is even a situation at all, I don't know.

Q. How far can the negative disagree with the affirmative's interpretation of the question and discuss their own interpretation which they think is vital to the debate?

A. You will probably find that people differ on that. There are some people in debate who take the side that the affirmative sets the pace and the negative must follow. I heard a judge say that not very long ago. The negative must hit the affirmative's interpretation. I am of the opinion that there are some cases where you could get an affirmative case gone haywire, in which case if the negative could substantiate itself by its interpretation as being more reasonable than the affirmative's and make the audience and the judge believe it, that is all right.

Q. If the affirmative does not give its plan in its constructive speech, can it give it in the rebuttal upon request?

A. I would say, "No." You can ask somebody else to give an opinion if you want to. That is in my opinion on new material there. The affirmative should give the plan in the constructive speech. If it is only details, there is no reason why they can't answer questions.

Through the courtesy of Paul Carmack, Ohio State University, we are enabled to print this debate.

Radio Section

EDITED BY HALE AARNES
Stephens College, Missouri

Training for Radio

By Hale Aarnes
Stephens College

In a unique sense radio has become the crossroads of the contemporary world. The fastest means of communication, it is also becoming the most inclusive.

Previously, men have thought of cities as being located at the crossroads of the world and those crossroads were important because of the semi-instructible factors of geography and the relatively variable factors of trade and government, of race and religion. Today's crossroads of the world, however, are not dependent upon the circumstances of location; for, barring strikes and remarkable outbursts of weather, radio can make its own crossroads.

Today's crossroads are thus among the prime fundamentals which must be considered by those of us who are working at the fascinating job of training students for radio.

Radio is the result of the great revolution, the scientific revolution, which has been slowly but certainly forcing its ultimate and inescapable conclusions upon us. But the problems which result are not strictly the problems of science, for many of us who teach radio are not concerned with science—rather we are teaching in areas of the social sciences and the humanities and the fine arts. But to be truly effective, to be truly justifiable, our teaching of radio must accept the burden which the increasing mastery of science has thrown on the fine arts, the humanities and the social sciences.

The responsibility is something new. For the Greeks did not see their development of communication as a great social responsibility: rather, for them, these developments tended to provide tools for use by the privileged few who were citizens.

This leads to another guide post which marks the way for radio teachers. The guide post of social responsibility which should be of concern to all those who are engaged in teaching in that broad field which we call speech. Students of rhetoric and of the history of education are only too well aware of the spotty career of speech education. It has been said by many of the contemporary leaders in the field of speech education that speech, as an important educational component, can survive only in a society where the full and free discussion of human affairs is one of the normal and expected integrals of everyday living. In other words, speech must deal with living, vital, immediate problems; problems which cry out for solution. Conversely, when the game is rigged, when the odds are stacked in favor of some system—then speech causes concern only to those interested in an artistic but non-funcitonal type of drawing room entertainment.

Here today radio enters in and makes speech training a real essential. In considering carefully the demands which radio is making on our speech departments I think it is safe to say that many of us do not recognize that in contemporary America, as in the period of the "second sophistic," with its decadent oratory, and as in the "elocutionary eighties," with the grotesque declamations of the last century, speech has, in many cases, lost touch with reality and become a mere lot in a subdivision of the outskirts of an area of knowledge which while it should be devoted to teaching the difficult art of communicating by speaking, has tended to get itself more and more divided until many of its teachers are so far from the city that they have lost sight of the art of communication which is enshrined in the symbols on the city's central towers.

Yes, radio constitutes a real challenge to the teachers of speech. It is possible to be specific as to the nature of that challenge; so specific in fact, that even a casual look at the problem will cause many of us to do some difficult thinking—that may even cause some of us to change our teaching.

The use of radio has made the need for effective speech (and here again I use the term in its broad sense) as great as it was in the extroverted and eloquent days of both the so-called Athenian and Roman republics. It is good for teachers to feel and to know that what they have to offer is of actual value. H. F. Heard in his new and unusual book, *Doppelgangers*, places an accurate psychological finger on what has happened in the minds of many of our colleagues in many subject-matter groups: "He saw now that the educated, more than anyone, were weary of teaching subjects of which they had

to tell the pupils, in the end, that they meant nothing and led nowhere."[1]

At this point, you will be asking yourselves: "Well, what meanings, what added meanings, does radio give to speech?" Here, then, are answers to your question:

1. Good radio (and again I refer to the broad scope that radio-wise includes talk, announcing, and acting) is based on effective communication. It rests on effective communication which comes either from talk that is superlatively communicative; or writing that carries the nuances, the overtones, the uncompleted intelligibility that is better than precise diction for its very imperfections are attuned and timed to the responses of our nervous mechanisms. Or, the effect comes from a combination of speech and writing that heightens the illusion of simple talk. Don McNeil demonstaates these skills, morning after morning on "The Breakfast Club." Bob Trout, Ed Murrow, Fred Allen, Amos and Andy, Henry Morgan, Edgar Bergen, Fibber McGee and Molly, Lum and Abner; you can carry the list of superior radio performers along in your own minds. But a word more about Fred Allen. Fred's voice would give full many a speech re-educationist a feeling of: "Well, here is where I roll up my sleeves and go to work." Yet on a second and third thought we know that the quality of the voice is a part of the man; that the speech pattern is the personality pattern—and if we care to pay heed to what F. S. C. Northrop would probably call "the immediately apprehended aesthetic component in experience" we soon realize that Fred Allen's talk, voice and all, is a product of rare skill and not a little beauty.

So what? You say! So we must train our students to talk with simple, easy, friendly spontaneity. And do not let the adjectives fool you; the results are difficult to attain. Many of today's top radio performers developed in the workshop of the vaudeville, burlesque, and night club circuits. It is a real challenge to be aware that we must provide an equal training ground in our classrooms.

Thus we know that we must help our students learn to communicate with audiences; and if we are fortunate we have definitions of "communicate" and "audience" which are a bit more concrete and somewhat more a part of our own inner selves than those found in a first-class social psychology textbook. This is not to disparage the social psychology text, it is merely to say that what we teach must come from deep within our own experience.

Another way to make this last point is to say that the increased number of college students who study speech is not, in itself, evidence that a larger number of citizens will be effective speakers. For if the teacher means anything in the classroom, he means much in the speech classroom; and the hiring of additional staff members and the opening of new sections does not inevitably indicate that the teachers will possess the understanding of the speaker-audience relationship which is the essential pedagogical ingredient if colleges and universities are to increase the number of effective users of radio time.

2. How, then, will we secure better talk? Here there is an answer with pragmatic realistic values. We find the answer by asking ourselves: "Why do students study radio in our colleges and universities?"

For purposes of simplification, in this talk, and to use our time as advantageously as possible, I'm asking you to permit me to proceed on the assumption that there are two reasons why students are concerned with radio. The larger group are interested in development of knowledge and attitudes which will help them, as listeners and users, to understand this extension of the human voice which now reaches one hundred million of our countrymen with sixty-five thousand programs daily; and which has become, next to eating and sleeping, the most time filling of our activities, as is evidenced by the more than four hours spent in varying degrees of attention to radio programs by the hypothetical average listener.

The other students want to become a part of this great and growing industry. They sense the possibilities for good which exist in today's application of the miracle of sound.

All of this means, that as teachers of students, who fall into both groups, we are, ourselves, face-to-face with the radio industry; with the networks, the affiliates, the independents, the advertising agencies, the sponsors, *variety*—the whole energetic, confusing, contradictory, growing, articulate, young industry.

And what is our attitude toward the radio business? What attitudes are we developing in our students? Are these attitudes going to be a help or a hindrance to the young men and women as they join the staff of a local outlet, agency, or network center?

Here I must be fully frank; for anything less than frankness would not serve the cause to which we are all devoted—the cause of speech education. Frankly, it is my opinion that we have not been completely objective in our appraisal of the development of modern mass communication; nor have we caught the full implication of the term "mass communication" in a functioning democracy. Regarding the values of movies, magazines, newspapers, book and radio, we have been a little less than completely careful, discriminating, scholarly, and scientific.

Why do I make this statement? The reasons are simple enough. I have heard drama teachers tell their talented students to shun the movie lots of Hollywood as one would avoid associating with a known communist. Why? Because only on the stage, only on Broadway could one engage in worthwhile dramatic activity. Such nonsense! Nonsense uttered by men and women who know better. Men and women who, among all movie goers ((for they are, these critics, movie goers) should know and recognize the great dramatic value of the screen productions. Fidelity, scope, acting talent, great direction; let us view this matter from another vantage point. There is no freshman in your college and university today, if he comes from the usual American background, who can truthfully say that he does not owe a

great deal of what he knows about the world to motion pictures. And, if we be honest with ourselves, most of us in this convention will make the same admission. Why then should drama departments deny the artistic values of the motion pictures? Why will music departments continue to teach their students that popular music is wrong and that radio music is cheap and vulgar.

So back to radio; do you help your students to prepare for radio as it is? Or do you teach them to look down their noses and sneer?

Only you, as individuals, can answer that question; but I can bring two more vital questions to your attention. First, how many people, outside of professional radio, do you know who could improve on the production and writing and program planning which is done on such shows as "Cavalcade of America," "The Jack Benny Show," or "America's Town Meeting of the Air"? (And this last program presents its own special problems.) That is a serious question. I hear a complaint about the shoddy work which passes in American radio—and then occasionally I have the opportunity to work with some of the people who do the complaining; and I think their fate should be that of being forced, for several weeks, to undertake the responsibility for important network production.

The second question? These critics of commercial radio, do they actually know the men at whom they direct their barbs? Do they know that many of the country's successful radio technicians (here I use the word technicians to include all the craftsmen and artists in the industry) are deeply concerned with improving the quality of the programs? Do they know that radio management and ownership also has a real gift for self-criticism? A gift, which thank Heaven, radio management is not wearing on its collective sleeve.

Do the critics think with wisdom about the problems connected with the writers, producers, actors, musicians, engineers, telephone men, and studio space connected with turning out sixty-five thousand shows per day seven days per week, fifty-two weeks per year—and this for many years?

All this leads to one conclusion. As teachers of speech, when we have radio students in our charge, we should prepare them to work in American radio as it exists. If we can do this successfully, then we can begin to supply effective talent to the industry.

3. Purely from the viewpoint of the objectives of teaching we can apply Northrop's comment about the Chinese: "The spoken symbols of the Chinese language have the same immediate aesthetic quality. A Chinese who does not have a good ear can hardly speak his own language. Literally, the words have to be sounded as in choral training in the West."[2]

And the personal, intimate speech of radio calls for a highly sensitive ear which will enable its possessor to make his talk effective through an adequate response to the variability of language.

4. The student must learn that radio calls for maturity of voice. That living, as well as education, is an essential part of the radio man's equipment. Many men and women do not find vocal maturity until the age of twenty-five or more. The radio listener will not take advice from an immature person whose lack of living shows in his voice. This all-important fact can be taught in the college classroom and the resulting knowledge will help prevent heartbreak and failure; and will promote skill and self-confidence of the valuable and constructive kind.

5. The student can learn, too, that there is no radio profession; in an isolated sense there are, however, men and women who combine their vocational, or avocational, skills and attitudes with a command of radio techniques and attitudes.

Thus the student should develop additional interests. The need of these interests seems, in today's radio, to be limitless. In fact, anything that is challenging, entertaining, and valuable is grist for the radio mill.

Of course, not all radio people work before the microphone. This statement concerning "training for radio" assumes that all of us understand that sales, promotion, script writing, engineering, program planning, traffic management, auditing, personnel work, public service, and management all call for people who may never go near a microphone.

6. Of course, the radio program must have "something to say." The performer must have "something to say." Here again the speech teacher enters the picture. We have long claimed that, better than anyone else in the world of higher education, we could teach people, not only to express themselves but to have something compelling and important to express. Here we have a criterion which will be invaluable to the radio man no matter where he finds his niche in the industry.

7. We must not be afraid to teach skills. Professor Frederick C. Gruber, writing in the last issue of the *Service Bulletin of the FREC*, expressed this fear as follows: "Now when we come to vocational or professional training, we have a subject requiring much thought. Basic to any consideration is the fact that the college or the university is not a vocational school. Part-time or short-time courses to teach individuals to manipulate a package in a studio control booth, or to teach one to speak or act before a microphone, or to write radio commercials is scarcely the function of a university. But to train men and women for the business and engineering phases of radio station operation is."[3]

Not only is there a large body of educational thought which is in disagreement with Professor Gruber; there is also the fact that many graduate schools teach subject-matter which is of vocational significance. Those of you who studied speech re-education, did you, or did you not, learn much that was of direct application in your teaching and in your clinical work? Does not the same apply to those of you who studied drama? Didn't you design and build, sew and paint?

Dental students do actually pull teeth; education stu-

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dents do actually work out budgets; and one is certain that engineering students perform mathematical operations that have direct "on the job" value.

The teaching that we do in the communications field (radio, journalism, motion pictures, magazines, and books) is important. We must not be misled or deterred by the critics who apply the term "vocational." The term has no real stigma in a nation whose educational efforts are bent in the direction of the continuing realization of the possibilities of democracy.

8. One of the positive lessons which should instruct our students is the fact that program planning is one of the important fields of radio. That men and women who can combine the ability to foresee the potential "showmanship" of an idea in relation to the psychology of a local, regional, or national audience are needed to supply the life blood to this industry which has an endless craving for fresh ideas.

9. All this is not to say that radio should not be improved. I believe in American radio as it is today, partly because as it exists it has the seeds of a greater future. Those of us in speech education have a stake in that future. If we can efficiently train the listeners and the personnel of tomorrow's radio to use the medium more realistically, then we will have taken the one effective step which is open to us along the road to improvement.

Training for radio is one of the magnificent jobs that lies within our province. As always, we must remember that real achievement lies not in the direction of snobbery, but in the direction of making the adaptations that will be of value to all the people. Let us take the objectivity out of our vocabularies and put it into our work-a-day attitudes.

Radio assuredly stands at the crossroads of today and tomorrow; into millions of homes it brings the living patterns of human activity which are constantly being woven into the social cloth that binds human society together. At no time, in no field of learned endeavor have teachers ever faced a more important task. The words of our students will ride high on airways of these days; let us strive to make these crossroads the meeting-place of a free culture that will lead to an ever greater good for an ever larger number of our fellows. If we strive for great accomplishments, we will know, in success or failure, that we have truly acted as teachers were intended to act; that our eyes have been on the future of mankind and not on the petty tools of our trade.

Ripon College staged a second century celebration Oct. 29 to Nov. 1. A large number of alumni and visitors was expected and the college rented the Roger Williams Inn at Green Lake to take care of the crowd expected.

John Marvin Dean, former Redlands champion debater at the Tulsa Convention 1932, has opened a law office in Los Angeles at 719 Chamber of Commerce Bldg. He was formerly with Sprague and Sparks of the same city.

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